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17. ABSTRACT (MAX. 250 WORDS)

A teacher guide for field trips in the Pasadena, California, area is presented. Each trip should be preceded by an explanation of the purposes of the trip in relation to present course of study. As a follow-up activity, discussion of ideas gained during the trip should be encouraged.

The rules, regulations and procedures of the trip are given. Trip arrangements include advance notice to authorities, clearances, parent participation, and embarkation. Plans for the trip include teacher preparation, clothing for the children, lunches, and rest rooms. Evaluations are to be made by the teachers. A list of transportation policies states the vehicles used, bus scheduling, routes, safety and conduct, first aid procedures, and the trip roster.

The directory of each instruction trip should give grade level, place, address, days available, length of time, when tours begin, size of group, guide facilities, lunch facilities, toilet facilities, special instructions, suggested activities, follow-up activities, and visual aids.

Examples of places to visit includes: automotive assembly plants for grades 5 and 6; a bakery for grade 2; a fire station for grade 1; the San Gabriel Mission for grade 4; the Griffith Park Zoo for kindergarten, and a farm trip for grade 3.

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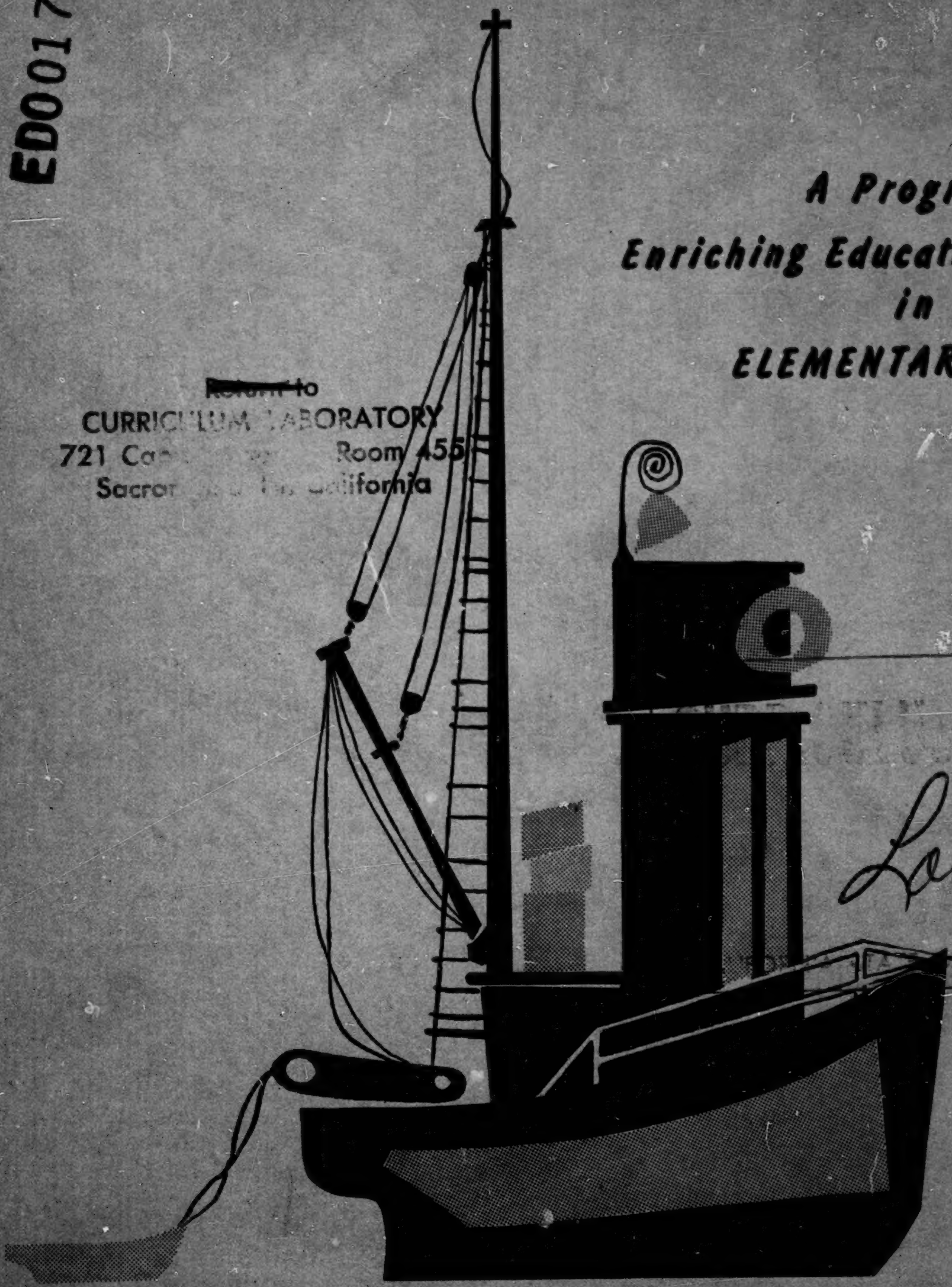

A Program for Enriching Educational Experiences in the ELEMENTARY SCHOOLS

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INSTRUCTIONAL TRIPS

A Program for
Enriching Educational Experiences
in the Elementary Schools

Robert E. Jenkins, Superintendent of Schools

E. Howard Floyd, Assistant Superintendent for Instruction

Grace M. McFarland, Assistant Superintendent for Elementary Schools

Pasadena City Schools
Division of Instructional Service
Pasadena, California

PREFACE

Within the four walls of the classroom, an inspirational teacher can provide a wealth of opportunities for learning that are real and vital.

Today our schools not only draw upon many community resources, but they use the community as a learning laboratory. Teachers and children move out into the community to study firsthand the world of business and industry, government in action, historical landmarks, civic and cultural centers, and other interesting phases of community life.

Instructional trips must be carefully selected as a definite part of a planned instructional program. The value of each trip also depends on the effective leadership of the teacher during the visit, and in follow-up discussions and activities.

This revised handbook should be a most helpful resource for our teachers.

Robert E. Jenkins
Superintendent of Schools

ACKNOWLEDGMENT

After six years of use this handbook is being revised and brought up-to-date.

The original handbook remains basically intact. Its contents represent many of the best practices of our experienced teachers and should be especially helpful to our new teachers. Members of the committee who prepared the original manuscript included: Bea Armstrong, Florence Dulczewski, Donald Rhodes, Marjory Rowe, Margaret Schults, Harriet Tilory, Madeleine Wirth, Herman Fink, Bess de Gamboa, and staff members. Mrs. Tilory with Esther Kallshian and Don Rhodes developed the materials for documentary treatment; the final editing was accomplished by Thelma Carlson. Allan Fink prepared the final draft of the catalog section. The original project was completed under the general leadership of Dorothy Swatszel.

Present revisions were made by Allan Fink, Coordinator of Learning Materials, with the assistance of the elementary supervisory staff, including Thelma Carlson, Renée LeRoy, and Lois Trainor. Vivian Stoops of the Transportation Department also assisted in bringing the directory up-to-date.

In an effort to increase the handbook's usefulness, teachers will be provided with the sections which are appropriate to their respective assignments in addition to the complete copies which will be supplied to each school.

The cover design and assistance with format were provided by Charles Reynolds and Thelma Siegel; typing of preliminary drafts and assistance with editorial work was done by Dorothy Davis; finally, this manual was printed in our own Duplicating Department under the supervision of Howard Laddish and Alma Lee.

We trust you will find the revised edition with its wider distribution most helpful.

E. Howard Floyd
Assistant Superintendent
for Instruction

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Part I

MAKING EFFECTIVE USE OF INSTRUCTIONAL TRIPS

The instructional trip can provide - - -

. . . . . realistic, first-hand experiences with real source material

. . . . . practice in problem solving

. . . . . stimulation of interest in learning and further study

. . . . . opportunities to collect and verify information and conclusions

. . . . . opportunities for introducing or culminating units of work

. . . . . potent, vital experiences to broaden horizons, to change attitudes, ideas, and values

. . . . . experiences to increase insights and clarify meanings, to make learning more complete

. . . . . experiences that will help children to understand the significance of our economic, social, and civic institutions

. . . . . opportunities for developing and practicing good citizenship, leadership, initiative, responsibility, cooperativeness, courtesy, planning and executing a project

. . . . . background information cutting across all subject areas

. . . . . experiences that will develop American loyalties, understanding, and respect for the American Heritage.

BEFORE THE TRIP

. . . . . pin point purposes

. . . . . plan class activities to capitalize on the unique contributions of the instructional trip

. . . . . organize the class for effective, purposeful activity on the trip— Check the suggested activities section for ideas

. . . . . make the trip the exploration of an idea, the means to the evaluation of a problem, or the opportunity to expand knowledge and understanding and test conclusions

DURING THE TRIP

. . . . . check the suggested activities section for ideas

. . . . . leave nothing to chance - have a copy of the itinerary

. . . . . make each person's responsibilities known

AFTER THE TRIP

. . . . . use the trip as a source of stimulation for further activity

. . . . . make the trip contribute its maximum to the ongoing program

. . . . . check the suggested activities section for follow-up ideas

Part II

RULES, REGULATIONS, AND PROCEDURES

INSTRUCTIONAL TRIP ARRANGEMENTS

1. Arrangements - All requests for instructional trips are to be made on prescribed district forms. Plans for the trip may be outlined on the transportation request form or discussed with the instructional trip secretary by phone. All arrangements with places to be visited will be made by the instructional trip secretary in the Transportation Department. Guidelines are provided in Superintendent's Bulletin, Instruction Number 58,* November 28, 1960.
2. Advance Notice of Trips - Four weeks advance notice is required. Emergencies will be handled on an individual basis.
3. Late Bus Arrivals - If for any reason a bus does not arrive at your school at the scheduled time please call the Transportation Department immediately. This will make it possible to locate the difficulty and, when necessary, provide an alternate bus in time for the trip to proceed as scheduled.
4. Clearances -
    a. Written parental consent is required for each child who leaves the school ground to participate in an instructional trip.
    b. No child may leave on a trip unless his or her permit slip, signed by the respective parent or guardian, is on file in the principal's office.

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* See Appendix, page 197.

c. Parents should be given at least one week advance notice.

d. If dates have to be changed because of the weather or for other valid reasons, use a supplementary notice to inform parents.

e. Approved forms (permit Slip Form No. 175-446 (Whs. - 10666)) are available in the principals' offices. Except for library and walking trips, new permits are required each time the children leave the school grounds.

5. Parent Participation -

a. A limited number of parents may be selected, as needed, to assist on trips; these parents may ride on the bus.

b. Children, as well as parents, need, appreciate, and should have briefing in advance on what the role of parents is to be.

(1) Standards of conduct for the children should be reviewed and understood.

(2) Parents should be encouraged to join the group for lunch.

6. Embarkation - Teachers should have their groups waiting at the loading area when the bus arrives for the trip. A loss of time at the start of a trip may make it impossible to complete the trip as planned and make it difficult for the bus driver to meet later commitments. The leaving time should be clearly established.

PUBLIC RELATIONS

Every member who participates in an instructional trip creates a good or bad impression of the Pasadena City Schools. A well-mannered group that knows the purpose of its trip and acts to accomplish this purpose in a courteous, businesslike manner will make a lasting, favorable impression.

PERSON IN CHARGE

A regularly employed certificated teacher shall be in charge of each class on an instructional trip.

PLANNING THE TRIP

1. Teacher Preparation - Insofar as possible teachers should make advance trips to the places to be visited by their classes. If this is impossible, every effort should be made to secure information about the place to be visited so that the trip will provide maximum educational returns with maximum safety.
2. Central Staff Assistance - The supervisors for the elementary schools are available to help teachers plan good instructional trips. They will also assist in setting up new trips when there is need. Those who are going on a particular trip for the first time are especially urged to discuss their plans with their supervisor, as well as with their principal.
3. Clothing - Especially on longer trips a check on clothing should be made to insure that each child is appropriately dressed. A last minute review of weather conditions to be encountered may help to prevent inconvenience and discomfort.
4. Lunches - If lunches are to be eaten on the trip a plan should be developed for disposal of leftovers and papers. Milk, in particular, is difficult to handle without some advance planning.

If lunches are packed in a large box they will be easy to handle, and the bus driver will be able to load the box in baggage compartment. Later it may serve as a trash container. For special arrangements consult the Transportation Department.

5. Rest Rooms - Adequate rest room stops are a necessary part of your trip. Don't leave these to chance; be sure adequate stops are provided. Young children should have extra instruction in the use of public rest rooms.
6. Paper Towels - Teachers should include a package of paper towels; these may be secured from your custodian. Paper towels are usually not provided in public rest rooms.
7. Trips Ending After School Hours - If a trip is to end after school hours, special provision should be made for a safe return of the children to their homes.
8. Last Minute Checks -
   - condition of each child
   - appearance and dress
   - lunch, if any
   - travel lists
   - consent forms
   - drinks
   - toilet needs
   - paper towels

EVALUATIONS

1. Teachers' evaluations constitute one of the principal means for the improvement of the instructional trip program.

2. A simple form is provided as a convenience to teachers to encourage prompt responses. When completed send it through the school mail to the preaddressed location, via the school principal.
3. The evaluations are used to determine when and where improvements are needed, to revise the list of acceptable trips, and to disseminate information to all schools about good features of trips.

It is hoped that teachers, principals, and supervisory personnel will forward suggestions which they may have for the improvement of instructional trips to the Coordinator of Learning Materials. Constructive criticism is not only welcome but vital to the maintenance of a good program.

TRANSPORTATION POLICIES

1. Vehicles - Only school buses may be used to transport pupils on instructional trips, except that a teacher may be authorized by the school principal, under reasonable circumstances, to use his own car when a bus would be inappropriate - such as would be the case if only four or five children were involved.
2. Passengers - School children and other legally authorized persons (particularly parents) may ride school buses.[1]
3. Bus Scheduling - Principals, department heads, or their authorized representatives are responsible for submitting transportation orders to the Transportation Department. (See Superintendent's Bulletin,

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[1] California Education Code, Section 16859.

Instruction Number 58, November 28, 1960[2])

4. Routes - Unless special arrangements are made buses will follow standard routes. Principals may contact the Transportation Department concerning the routes to be taken when it is important for buses to pass special features along the way. Arrangements of this kind may be especially useful for local trips.

5. Adult Responsibilities on the Bus - Teachers are responsible for the conduct of their pupils while on the bus, as well as at other times on the trip. The law is also explicit about the authority and responsibility of the bus driver.[3] However, in respect to the conduct of the pupils in the presence of the teacher, he will as a general rule exercise his authority indirectly through the teacher. It is suggested that the teachers sit in the front seat behind the driver so that they can take advantage of the mirrors to see all pupils.

6. Safety and Conduct - Children should remain seated while the bus is in motion. All parts of the body must be kept inside the bus at all times. Touching the emergency door handle will cause a bell to ring and the bus to stop.

7. Talking to the Driver - It is illegal to carry on unnecessary conversation with the driver.

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2. See Appendix, page 197.
3. California Administrative Code, Title V, Education, Section 1085. See Appendix, page 195 - Superintendent's Bulletin, Business Number 25, 1961.

8. First Aid Kit -

a. Kit - Teachers are required by law to have a first aid kit in their possession or immediately available while conducting field trips.[4] Our buses are equipped with first aid kits. However, when the bus is not immediately available, a kit should be carried with the group. Snake-bite kits are required for trips in areas where poisonous snakes may be present.

b. Special Cases - Children with diabetic tendencies and/or other special physical disabilities should be known to the teacher so proper emergency treatment may be given should the occasion arise.

9. Trip Roster - It is advisable for the teacher to carry a list of the names and home phone numbers of all pupils going on the trip. A duplicate of this list should be left with the principal.

10. Embarking and Disembarking - All pupils going on trips are required to leave from the school and return to the school at the conclusion of each trip.

Exceptions must be cleared with the principal before the trip takes place.

11. Litter - It is against the law to throw anything out of the bus.

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[4] California Education Code, Sections 11951-11955.

12. Animals - No animals are permitted on the bus.[5]

13. Lunches - Eating on the bus will not be allowed.[6]

14. Bus PA System - Each bus has a public address system for the teacher's convenience.[7]

15. Groups per Bus - Whenever it is possible and consistent with good education two classes should go on the same bus. However, groups should be transported as class units and, where more than one class is involved, bus seating arrangements should be planned in advance. The governing board of each district determines the maximum seating capacity for each bus.[8] This number is posted in the bus. Regardless of the capacity of the bus, a safe seating space must be provided for each passenger.

16. Travel Distance - Ordinarily trips for the primary grades will center around the local community. Trips of greater distances will be reserved for older children.

BUS ETIQUETTE

1. Safety and Pupil Activities - Both directed and informal pupil activities on the bus should be consistent with the safe operation of the bus. Activities which make it difficult for the

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[5] California Administrative Code, op. cit., Section 1115.
[6] See Appendix, page 195 - Superintendent's Bulletin, Business Number 25, 1961.
[7] California Administrative Code, op. cit., Section 1182.
[8] California Education Code, Section 16856.

driver to hear a siren or other road signals should be avoided.

2. Conversation - Quiet conversation is essential to safety.
3. Singing - There may be places along the route where singing in moderate volume would be permissible if approved by the driver.
4. Seating - Pupils who have outside seats when leaving school should take inside seats when returning home; difficulties may be avoided by planning seating arrangements in advance.
5. Care of Property - Children should be encouraged to take pride in our buses and help to keep them attractive.
6. Appreciation - The bus driver appreciates a "thank you" for a job well done.

AUTHORIZED TRIPS

1. Instructional Trips - A list of Board of Education authorized trips is published annually. Requests for copies of the approved list and for approval of additional trips not on the list should be submitted to the Coordinator of Learning Materials, Division of Instructional Service, Education Center.
2. Library Trips - Public Library trips are scheduled for all fifth- and sixth-grade classes. The Supervisor of Elementary Library Services should be contacted for assistance or information concerning experiences within the library. The Coordinator of Learning Materials will prepare and distribute the schedule and appropriate directions to principals each September after

the number of fifth- and sixth-grade classes is known.

3. Fees - Instructional trips involving individual admission or transportation charges will be taken at District expense, subject to Board of Education approval.

   It is illegal for children to pay any admission or other required fees on instructional trips. They may, however, purchase lunches and other minor personal accessories, if approved by the teacher in charge.

SAFETY

1. Instruction - Children should be instructed in safety measures before each instructional trip. It is important that there be positive evidence of this instruction. Encourage children to be safety conscious. Safety instruction may also continue at appropriate times during the trip.
2. Practice -
   a. Ordinarily class groups should be kept together. If there is an occasion for members to be apart under leadership of an assigned adult, there should be definite arrangements for reassembling.
   b. A check should be made at regular intervals to see that all children are present or accounted for; identification cards help in this respect.

c. Some teachers find it helpful to organize their classes into small units for better control. Whatever the organizational pattern, advance planning for control is essential.

d. It is desirable to find out in advance what hazards if any may be encountered; then plan to minimize them.

LIABILITY

Teachers who are conducting officially scheduled instructional trips have the same protection against a liability claim that they have while teaching in the classroom.

Instructional trips may contain a greater element of risk from the standpoint of accidents to persons and property than is found in the classroom; therefore, to minimize any possible claim of negligence, teachers and all others concerned should exercise safety precautions commensurate with each situation encountered.

DIRECTORY OF

INSTRUCTIONAL TRIPS

with Suggested Educational Practices

Airport

Grade: 6

1.	Place:	Airport, Los Angeles International
2.	Address:	5800 Avion Drive Los Angeles 45 (Inglewood)
3.	Days Available:	Monday through Friday
4.	Tours Begin:	10:00 and 11:00 a.m.
5.	Length of Time at Destination:	2 hours including lunch
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	Centinella Park (Inglewood) Florence and Centinella Boulevards
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	Guide will meet bus.

11. Suggested activities in preparation for the trip to the airport:

Do research on different types of aircraft.
Learn the names and functions of parts of a plane and of some of the equipment and instruments to be seen at the airport.
Study weather maps, charts, and weather instruments.
Discuss the jobs and the classifications of the many employees at the airport.
Discuss the importance of radio in controlling traffic.
Make a check list of "Things to See" for use on the trip and at the airport. Suggest ways of taking notes on points observed.
Observe the different areas of activities at the airport.
Make art or construction projects that will allow for comparison with objects seen at the airport.
Secure parents or other resource persons to tell of their experiences with aircraft.

Build vocabulary:

meteorology
radarscope
downwind
prop-wash
multiengine
fighter
flight plan
turboprop
upwind
trihedron
airliner
bomber

12. Things to see and do en route:

Identify different types of planes.
Look for first sight of the airport.
Add new items to check list of things to be seen.
Make notes on types of industry that might affect or have some correlation with air transportation.

13. Things to see and do on location:

See:

ticket offices
baggage handling
model planes
personnel: pilot, police, ticket agent, ground crew, stewardess, etc.
runways
safety unit on field
communication facilities

manufacturing facilities
maintenance shops
commissary service
hangars
repair parts and equipment for airliner

Locate the control tower.

Watch airport activities:*

planes taking off and landing
refueling and servicing of planes
loading of passengers and baggage
various types of airplanes and helicopters using the airport

Watch activity in and around ticket office, waiting room, and baggage room.
Visit a big airliner (usually possible). Sit in cockpit and passenger seats.

Visit:

airport post office
weather station
link trainer room
hangars and shops where planes are overhauled (permitted to groups sufficiently self-controlled)

Sketch one thing of particular interest.
Listen for various sounds.
Listen to interesting conversations which might be informative.

14. Suggested follow-up activities:

Check the list of "Things to See". See how many new items were added. Make up a quiz.
Do free art work to place ideas firmly in mind.
Compose a short play focusing upon some activity seen and enjoyed.
Make models of various items at the airport (model airplanes, runways, hangars, ticket offices, control tower, weather station).
Do science activities concerning weather, climate, etc. (See Elementary Science Guide).
Do further research to satisfy new needs.

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* You can watch from the flight deck at International Airport.

15. Audio-Visual aids:

Films:

SD 551.5-7	Weather
SD 629.13-7	Aerodynamics, Properties of Air
SD 629.13-8	Aerodynamics, Lift
SD 629.13-9	Aerodynamics, Air Resistance and Streamlining
SD 629.13-23	Airplanes and How They Fly
SD 629.13-26	Safe Airmen
SD 629.13-28	History of the Helicopter
SD 629.13-30	Airfreight
SD 629.13-31	Airport-Passenger Flight #376
SD 629.13-32	Airport Activities
SD 629.13-35	Man in Flight
SD 629.13-37	Drag
SD 629.13-38	Lift
SD 629.13-39	Stability - Controls
SD 629.13-40	Thrust - Forces in Balance
SD 629.13-41	Transportation by Air

Pictures:

SW 629.13-22	Airport (16 pictures)
MW 629.13-113	Your Mainliner Flight (10 pictures)
MW 629.13-115	Airport Control Tower
MW 629.13-116	Loading Air Freight
MW 629.13-118	Pilot and Co-pilot at Controls of an Airliner
MW 629.13-119	Los Angeles International Airport
MW 629.13-120	Mechanics Check Each Motor Carefully
W 629.13-29	Aerodynamics
W 629.13-25	Air Ocean
W 629.13-26	Meteorology
W 629.13-27	Air Navigation
W 629.13-28	Air Communications
W 629.13-29	Air Line Operations
W 629.13-42	Meteorology

(Refer to current Audio-Visual Catalog, 6th Grade - "Life in our Modern World," for further suggestions.)

Assembly
Plants

Grade: 5-6

1. Place: Ford Motor Company (Lincoln-Mercury)

2. Address:
8900 Washington Boulevard
Rivera, California

3. Days Available: Wednesday and Friday

4. Tours Begin: 10:00 a.m.

5. Length of Time at Destination: 2 1/4 hours including lunch

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Sack lunches may be eaten in Whittier Narrows Dam Park.

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to Ford Motor Company:

Study:

invention and development of the automobile
operations of assembly plant
names of the parts assembled at the plant

Build vocabulary:

mass production
assembly line
welding
dynamometer test
assembly plant
chassis
suspension
solder grinding

12. Things to see and do en route:

Note:

the freeways and their relationship to industry
types of industry, factories, and warehouses
kinds of transportation in use today
regulation and control of traffic by means of road signs (classify road signs under the following headings: warning signs, instruction signs, and guide signs)
rapid growth of Southern California in industry and residential areas

13. Things to see and do on location:

See:

the many different parts that go into making a car
parts which are unloaded from freight cars and put into storage areas
movements of parts into sub-assembly lines
convergence of all lines into final assembly line

Note time element involved in the assembling process.

14. Suggested follow-up activities:

Find out how the United States compares to other countries in regard to the number of cars owned per capita.
Discuss care of a car.
Bring samples of products used in the manufacture of cars.

Prepare science activities dealing with machines and energy: wheels, levers, gears, etc. (See Elementary Resource Guide in Science).
Design the car of the future.

15. Audio-Visual aids:

Picture:

W 629.2-5	Motor Cars in the Assembly

(Refer to current Audio-Visual Catalog, 5th Grade - "American Life," for further suggestions.)

Bakery

Grade: 2

1.	Place:	Bakery, Barbara Ann
2.	Address:	3545 Pasadena Avenue Los Angeles 31, California (Highland Park)
3.	Days Available:	Monday, Thursday, and Friday
4.	Tours Begin:	10:00 a.m., 11:00 a.m., and 12:00 noon
5.	Length of Time at Destination:	1 hour without lunch 2 hours with lunch
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	Sycamore Grove Park
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	

Bakery

Grade: 2

1.	Place:	Bakery, Helms
2.	Address:	480 South Vail Avenue, Montebello, California
3.	Days Available:	Tuesday, Thursday, and Friday
4.	Tours Begin:	10:00 and 11:00 a.m.
5.	Length of Time at Destination:	1 hour without lunch 2 hours with lunch
6.	Size of Group:	One or two classes
7.	Guide:	Yes
8.	Lunch Facilities:	Sack lunches may be eaten in Montebello City Park.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	

11. Suggested activities in preparation for the trip to the bakery:

Use books, audio-visual aids, and informal discussions to build background of information on:

processes of making bread
distribution and sale of bread
wheat growing
workers involved in producing a loaf of bread
kinds of flour

Develop charts organizing information gained.
Plan to construct a bakery department in the classroom market.
Prepare a chart of "What We Need to Know."

Build vocabulary:

ingredients
troughs
shortening
proofer
lard drums
vats
automatically
dough
pastry
conveyors
storage
fermentation
rounding
sponge

12. Things to see and do en route:

(This will vary somewhat according to the location of your school and the route taken.)

Notice:

Civic Center
Santa Fe Train Station
frozen food plant
Pasadena Freeway
Arroyo Seco (explain name)
Sycamore Grove Park
railroad bridge over freeway
parking lot for bakery trucks

Identify the suburbs through which the bus passes.
Look for trucks on their way to make store deliveries.
Look in the fields for grass that grows like wheat.

13. Things to see and do on location:

See:

storage rooms for flour, shortening, and other ingredients
mixing machines
fermentation room for the sponge
proof room
cutter and rounder
roller
travel or tunnel oven
cooling racks
slicing and wrapping machines
cake and cookie department
work of weighing

Observe personnel and machinery for every process,
Observe the processes of breadmaking from flour to finished product.
Notice habits of cleanliness used in handling materials.

14. Suggested follow-up activities:

Discuss trip.
Check findings with "What We Need to Know" chart.
Write thank you letters.
Draw illustrations and arrange in sequence with a class-composed story for a filmstrip of the trip.
Write original stories and use new terms.
Make charts of the things seen.
Make a large mural of an activity or activities related to the bakery.
Set up a simple bakery department in the classroom market.
Make papier maché or clay rolls, pies, and cupcakes. Label with name and price mark.
Have dramatic play in the bakery.
Experiment with units of measure (half-pint, pint, quart) and make a quantities value chart.
Make bread.

15. Audio-Visual aids:

Films:

SD 641.6-4	Breadmaking
SD 641.6-5	Your Daily Bread

Filmstrips:

R 641.6-4	The Baker
R 641.6-5	The Baker
R 641.6-6	Your Daily Bread

Pictures:

SW 641.6-1	The Bakery (13 pictures)
SW 641.6-2	A Trip Through a Bakery (20 pictures)

(Refer to current Audio-Visual Catalog, 2nd Grade - "Food Market," for further suggestions.)

Dairy

Grade: 3

1.	Place:	Dairy, Alta-Dena
2.	Address:	637 Hambledon City of Industry (La Puente)
3.	Days Available:	Monday through Thursday; Tuesday and Thursday preferred.
4.	Tours Begin:	11:00 a.m.
5.	Length of Time at Destination:	2 hours including lunch
6.	Size of Group:	One class only
7.	Guide:	Yes
8.	Lunch Facilities:	Sack lunches may be eaten in area provided. Dairy will furnish milk and cookies.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	One parent or authorized adult with each 8 children is requested by the dairy.

Dairy

Grade: 3

1. Place: Dairy, Roger Jessup Certified Farms
2. Address: 5431 San Fernando Road (West side of tracks)
   Los Angeles (Glendale)
3. Days Available: Wednesday and Thursday
4. Tours Begin: 11:00 a.m.
5. Length of Time at Destination: 1 1/2 hours including lunch
6. Size of Group: One class only
7. Guide: Yes
8. Lunch Facilities: Sack lunches may be eaten in area provided. Milk furnished by dairy.
9. Toilet Facilities: Limited
10. Special Instructions: Reservation should be made far in advance of proposed date.

Dairy

Grade: 3

1. Place: Dairy, Driftwood

2. Address:
10724 Lower Azusa Road
El Monte, California

3. Days Available: Monday through Friday

4. Tours Begin: 12:00 noon

5. Length of Time at Destination: 2 hours including lunch

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Temple City Park

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to the Roger Jessup and Alta-Dena certified dairy farms:

Study various phases of dairying.
List questions to be answered.

Build vocabulary:

laboratory
churning
pasteurizing
inspectors
delivery
separator
homogenizing
sterilizing
butter fat
raw milk
refrigeration
breed
veterinarian
inject
serum
certified
inspect
alfalfa
cottage cheese

Discuss limitations due to restrictions placed on visitors to a certified dairy.
Why are these restrictions required?

12. Things to see and do en route:

Observe the freeways as easy traffic links between Pasadena and other cities.
Identify suburbs.

13. Things to see and do on location:

Enjoy the baby calves. Watch the bottle feeding. Pet the calves. See registration tags on ears. Note the difference in sizes between calves of different ages.
Observe the work of the white-coated veterinarians (injecting cows with T.B. serum, inspecting cows, and keeping records).
Watch the milking processes (preparation for machine milking, hand-stripping).

See:

storage barns for grains
workers unloading trucks of alfalfa hay into feeding troughs
bull pens

Glance in bottling room as group passes by.
Watch the movable platform carry bottles of milk from bottling room to icing and casing area.

14. Suggested follow-up activities:

Make a filmstrip or mural of a dairy farm.
Make individual or class books.
Write creative poems or songs about the baby calves.
Make cottage cheese or butter.
Construct a dairy barn for classroom farm.

Make:

- charts of milk products
- charts showing different bottle sizes and quantities they hold
- a movie strip showing each step in processes observed

Do experiments with milk to note:

- effect of warm and cold temperatures on milk
- separation of curds and whey
- rising of cream to top of whole milk

Churn butter, if possible.
Make cheese.

15. Audio-Visual aids:

Films:

SD 637-7	Here Comes the Milkman
SD 637-5	Milk
SD 637-8	They Bring Us Milk

(Refer to current Audio-Visual Catalog, 3rd Grade - "Rural Community," for further suggestions.)

Fair

Grade: 3-5

1.	Place:	Fair, Los Angeles County
2.	Address:	Pomona, California
3.	Days Available:	Middle of September to end of first week in October
4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	2 or 3 hours at Fair (Must leave Fair ground by 1 p.m.)
6.	Size of Group:	One or two classes
7.	Guide:	No
8.	Lunch Facilities:	Sack lunches may be eaten in picnic area near Administration Building.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	Tickets obtained from Division of Instructional Service

11. Suggested activities in preparation for trip to the Los Angeles County Fair:

(Note: Since this trip is taken during the first week or two of the school year, it is most useful to initiate immediately the study of the farm or of present-day life in the United States. The teacher must plan the trip in detail to show the areas she expects to emphasize and to note the position of lavatories and lunch ground. The outline of the trip may be presented to the class a few days beforehand, so that study may be made in the field under study.)

Build vocabulary to coincide with section or sections being visited.

12. Things to see and do en route:

List:

towns seen en route
types of farms
farm equipment and animals

Look for areas where farms are being replaced by residences.
Note types of trees seen most frequently.

13. Things to see and do on location:

For farm study - center attention upon specimens and activities connected with:

agriculture exhibits
4H Club exhibits
poultry, pigeons, rabbits
livestock barns
farm machinery

For study of contemporary life - concentrate upon:

fine arts
domestic arts
home show
industry
building products
school exhibits
floral building
miniature railroad

Get ideas for setting up classroom exhibits.
Get pamphlets about exhibits seen.

14. Suggested follow-up activities*:

Plan and carry out a room fair (3rd grade).
Make products maps (4th grade).
Route transportation of California products (4th, 5th, and 6th grades).
Lead into study of other industries dependent upon production of products seen (4th, 5th, and 6th grades).
Add information gained to charts, notebook, classbook, or bulletin-board display.
Do further research in areas being emphasized.

15. Audio-Visual aids:

(Refer to Audio-Visual Catalogs: 3rd Grade - "Rural Community," 4th Grade - "Modern California," or 5th Grade - "American Life," for many suggestions.)

16. Get map of Fair grounds.

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* Dependent upon unit being studied.

Farm

Grade: 3

1.	Place:	Farm, Mt. San Antonio Junior College
2.	Address:	1100 San Jose Hills Road Walnut
3.	Days Available:	Monday through Friday
4.	Tours Begin:	10:30 a.m.
5.	Length of Time at Destination:	2 hours including lunch
6.	Size of Group:	One class
7.	Guide:	No - bus driver may assist
8.	Lunch Facilities:	Sack lunches may be eaten in picnic area on campus.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	Self-guided tour booklet provided by instructional trip secretary.

11. Suggested activities in preparation for the trip to Mt. San Antonio Junior College Farm:

Learn about:

different types of farm animals and poultry
farm life in general
farm machinery

Build vocabulary:

swine
sows
hooves
brooder
alfalfa
clover
ewes
poultry
feed
chicken house
sheep
trough

12. Things to see and do en route:

Observe change from city to suburban to rural living.

Look for:

various crops
livestock
specialized farm buildings
trucks carrying produce
hills
pasture lands
woods
fields

13. Things to see and do on location:

Look for:

duck ponds
barns
stables
horses
pigs
trees
chickens
farm machinery
rose gardens
bird sanctuary
sheep
cattle
ewes
shearing shed
pastures
baby chicks
brooder
self-feeder

See trick-riding show.

14. Suggested follow-up activities:

Make:

model of a farm

cut-paper mural, using fabrics to dress figures, leather or fur scraps for animals, etc.
notebooks of children's stories and illustrations

Write imaginary diary of a boy or girl living on Mt. San Antonio Junior College Farm.
Write a play of "A Day at the Farm."

15. Audio-Visual aids:

Films:

SD 636.5-1	Poultry on the Farm
SD 636-5	Farm Babies and Their Mothers
SD 636.1-1	Today's Horse Farm
SD 636.4-2	Pig Tales

Pictures:

P 636.2-4	Cattle, Beef and Dairy Breeds
MW 636.3-8	A Lamb
P 636.5-2	Fowls
SW 636.5-9	Farm Poultry

Transcription:

T 636-1	Sonny and His Barnyard Friends

(Refer to current Audio-Visual Catalog, 3rd Grade - "Rural Community," for further suggestions.)

Fire Station

Grade: 1

1. Place: Fire Station, Pasadena Main
2. Address: 145 East Holly Street
   Pasadena, California
3. Days Available: Monday through Friday
4. Tours Begin: 9:30 a.m.
5. Length of Time at Destination: 1 hour
6. Size of Group: One class only
7. Guide: Yes
8. Lunch Facilities: Not needed
9. Toilet Facilities: Adequate
10. Special Instructions: Arrangements will not be confirmed until after the 2nd day of each month.

Fire Station

Grade: 1

1.	Place:	Fire Station #3, Pasadena (Same as Main Station plus the Fire Department practice tower for rescue work)
2.	Address:	515 North Lake Avenue Pasadena, California
3.	Days Available:	Monday through Friday
4.	Tours Begin:	9:30 a.m.
5.	Length of Time at Destination:	1 hour
6.	Size of Group:	One class only
7.	Guide:	Yes
8.	Lunch Facilities:	Not needed
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	See item #10, Fire Station, Main

Fire Station

Grade: 1

1. Place: Fire Stations, Pasadena and Los Angeles County

   Several schools are within walking distance of their community fire stations. Major concepts can be learned in the more simple setting of the fire station which serves the pupils' own community. The larger pieces of equipment and the pole are absent in these stations. Classes can return to the fire station for further information and to share follow-up activities with their firemen friends.

2. Address: Pasadena Engine Companies:

   No. 4 541 South Oak Knoll Avenue
   No. 5 900 South Pasadena Avenue
   No. 6 1435 North Raymond Avenue
   No. 7 2307 East Colorado Boulevard
   No. 8 1150 Linda Vista Avenue
   No. 9 50 Avenue 64
   No. 10 3430 East Foothill Boulevard

   Los Angeles County Engine Companies:

   No. 11 2521 North El Molino Avenue
   No. 12 2760 North Lincoln Avenue
   No. 52 1923 North Allen Avenue
   No. 66 2764 East New York Drive

3. Days Available: Monday through Friday

4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	Approximately one hour
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	Not needed
9.	Toilet Facilities:	Available
10.	Special Instructions:	

11. Suggested activities in preparation for the trip to the fire station:

Recall demonstrations by Fire Department during Fire Prevention Week.
Read stories about firemen to class.
See moving picture on activities of firemen.
Study unit pictures from Audio-Visual Department.
Play firemen.
Plan construction of fire department to add to classroom community.
Make a chart of things class expects to see or of information needed for classroom construction.
Plan how to conduct selves on the bus and on location.
Play riding a bus.

Build vocabulary:

nets
rescue
chief
siren
pump
inhalator
alarm box
crew
sacks
alarms
ax
hydrant
salvage
recreation
extinguisher
hook-and-ladder
hooks
gasmasks
pressure
aerial ladder
nozzle
mopping up
dispatcher

12. Things to see and do en route:

Observe people of different occupations (public employees, private employees) at work.

Look for public buildings. These will differ according to the part of town from which trip originates and the routes taken:

Main Fire Station area:

Public Library
churches
Civic Center
City Hall
Post Office
Police Station
Emergency Hospital

Fire Station #3:

churches
schools
post offices
public libraries

Watch for:

traffic signals and intersections
street names and house numbers
types of public transportation

13. Things to see and do on location:

Cautions:

Be alert and ready to step back against the wall if alarm comes in.
Pupils keep hands off all equipment.

Observe:

map locating fireplugs and streets
special kinds of fire trucks: hook-and-ladder, salvage, hose, rescue, pump
fire chief's car
firemen's living quarters
hose drying rack
firemen's classroom

Observe demonstrations of:

Main Fire Station:

rescue truck equipment
automatic alarm system
clothes in readiness beside bed for night runs
sliding down the pole

Fire Station #3:

aerial ladder
rope and ladder rescue work from practice tower

See type of work done in machine shop (at Station #3).
Notice what firemen are doing around station.
Listen to guide.

14. Suggested follow-up activities:

Discuss what class saw and clear up misconceptions.
Check information gained with chart of things expected to be seen on trip.

Plan a way of recording information (big book, movie story, charts, individual booklets).
Make pictures and compose stories for the recording plan adopted.
Make a map of the route followed.
Create a poem or song.
Construct a fire station and simple fire trucks to add to community set up.
Have dramatic play of firemen's activities.
Discuss and play some safe practices in fire prevention.
Relate information gained to fire fighting in the mountains.
Locate and examine fire extinguishers and hoses in the school building.
Locate fireplugs and fire alarm boxes in immediate neighborhood.
Continue use of books and audio-visual aids for gaining further information.

15. Audio-Visual aids:

Films:

SD 352-10	The Fireman
SD 352-2	The Fireman
SD 352-6	City Fire Fighters
SD 352-8	Fire Engines

Filmstrip:

R 352-8	My Father Is a Fireman

Pictures:

SW 352.3-3	The Fire Department (20 pictures)
SW 352.3-1	Fire Engines (20 pictures) (Get tape recording that accompanies.)

(Refer to current Audio-Visual Catalog, 1st Grade - "Home, School, and Community," for further suggestions.)

11. Suggested activities in preparation for the trip to a neighborhood fire station:

(See item 11 under Main Fire Station)

12. Things to see and do en route:

Measures or conditions which raise or lessen risks of damage by fire:

- fire hydrants
- fire alarm boxes
- building construction (roofs, walls)
- spacing of houses
- rubbish storage
- weeds
- fences

Notice kinds of businesses along the way.

13. Things to see and do on location:

Observe:

- map locating fireplugs and streets
- special features of the equipment
- firemen's living quarters
- automatic signals and doors
- hose drying rack

Observe the demonstrations provided.
Notice what firemen are doing around the station.
Look in the office to see what is happening there.

14. Suggested follow-up activities:

(See item 14 under Main Fire Station)

15. Audio-Visual aids:

(See item 15 under Main Fire Station)

Food Processing

Grade: 4

1. Place: El Molino Flour Mills
2. Address: 3064 West Valley Boulevard
   Alhambra, California
3. Days Available: Monday through Thursday
4. Tours Begin: 10:00 a.m.
5. Length of Time at Destination: 1 hour
6. Size of Group: One class
7. Guide: Yes
8. Lunch Facilities: None
9. Toilet Facilities: Limited
10. Special Instructions:

11. Suggested activities in preparation for the trip to El Molino Mills:

Do research on the production and processing of grains.
Make charts of products which come from grains.
Set up a display of real products.
Identify the particular grain from which each product was made.

Build vocabulary:

buhrstone mill
hammer mill
bran
tempering
middlings
vitamins (thiamine, niacin, riboflavin)
endosperm
germ
bolsters
grits
minerals (iron, calcium)
steel cut mill

12. Things to see and do en route:

Note the change of areas (residential, business, industrial).
Identify large industrial plants and try to determine what type of work is done there.
Name the railroad line or lines crossed over or passed under.

13. Things to see and do on location:

See:

mills
sproutmaster wheat exhibit
stones used for stone grinding
grains and seeds
alfalfa seeds and mung beans
packaged products

Observe processes of:

automatic packer and weigher
automatic sealer and dater
roller-conveyors

Obtain:

grain and seed for planting
diagram of a kernel of wheat

14. Suggested follow-up activities:

Study the diagram of the kernel of wheat.
Experiment with the growing of grains and seeds in the classroom.
Compare early methods of grinding with modern methods.
Start a health and nutrition unit.
Locate grain-producing areas of California.
Represent these on a products map.

15. Audio-Visual aids:

Films:

SD 633.1-11	The Grain That Built a Hemisphere
SD 633.1-8	Story of Wheat
SD 633.1-10	Wheat, Staff of Life
SD 633.1-12	Golden Grains
SD 633.1-13	The Miller Grinds Wheat
SD 633.1-14	The Wheat Farmer

(Refer to current Audio-Visual Catalog, 4th Grade - "Modern California," for further suggestions.)

Harbor

Grade: 4

1.	Place:	Harbor, Los Angeles (Note: see item 10, Special Instructions)
2.	Address:	San Pedro - Wilmington area
3.	Days Available:	Monday through Friday
4.	Tours Begin:	10:15
5.	Length of Time at Destination:	3 1/2 hours
6.	Size of Group:	One or two classes Limit per water taxi - 49 including adults.
7.	Guide:	Teacher acts as guide on water taxi; see supplementary material available.
8.	Lunch Facilities:	Sack lunches required. See Part II, page 3
9.	Toilet Facilities:	Banning Park, Wilmington Recreation Center, and Cabrillo Beach Museum.

10.	Special Instructions:	See supplementary guide on harbor tours for selection of harbor tours. Children must be fully clothed; no shorts or bermudas - one adult for each 15 children.

11. Suggested activities in preparation for the trip to the Harbor:

Study:

- building of the Harbor
- physical aspect of Harbor
- California exports and imports, stressing natural resources, agriculture, industry which makes L.A. Harbor important in world trade
- occupations and businesses connected with Harbor
- types of boats and ships to be seen
- fishing industry
- Coast Guard and its Harbor duties
- immigration
- ship building

Prepare:

- lists of what class expects to see
- lists of questions to be answered
- checklists of boats and ships studied
- diagrams showing how freighters are loaded and unloaded
- bulletin-board with plans for trip including arrival and departure time tables of vessels in port from newspaper

Rehearse trip on playground anticipating problems of safety in water taxi, on bus, and while eating lunch.

Build vocabulary:

dry docks
slip
breakwater
transit shed
dredge
cantilever bridge
cleats
bollards
Marine Exchange
Quarantine Station
plimsol line
longshoreman

(Note: Vocabulary needs are so varied that each class must work out what it feels necessary in view of its interests.)

12. Things to see and do en route:

Look for things that have been imported for our use (cars, bananas, etc.).

Designate products of industrial plants seen that are Southern California exports.

List the industries not mentioned thus far in class study of modern California.

13. Things to see and do on location:

Observe:

- various types of ships
- docks and warehouses (transit sheds)
- fire station
- customs building
- fish harbor
- navigation guides: buoys, signs, channel markers, etc.
- Coast Guard Station
- Marine Exchange
- Pilot Station
- breakwater and lighthouse
- Health and Quarantine Station
- dredge
- dry dock
- drawbridge

Sketch any objects simple enough to portray quickly, such as flags on foreign ships, shape of buoys, cleats and bollards.
Write notes to help answer questions.
Identify sounds and smells as well as sights.

14. Suggested follow-up activities:

Refer to unit of work on Modern California.

Make:

- model of harbor, or improvements on one built before trip
- dioramas

Do dramatic play in model harbor of activities of the real harbor.

Write:

- class notebook (with finished sketches and drawings) about harbor activities
- dictionary of terms

Draw:

- map of California, showing exports and imports at various harbors
- imaginary harbor, designing it well, and showing hinterland which is important in ocean trade

Make a salt-water aquarium.

15. Audio-Visual aids:

Films:

SD 623.8-6	Freighter in Port
SD 627.2-8	Bob Learns about Ocean Trade
SD 627.2-9	Exploring a Harbor
SD 627.2-12	Harbor Highlights
SD 627.2-6	Harbor Pilot
SD 627.2-11	The Longshoreman

Pictures:

SW 623.8-29	Cargo Ship (20 pictures)
SW 627.2-4	Harbor (31 pictures)
SW 627.2-8	Harbors of California (31 pictures)

Map of Los Angeles Harbor:

W 912.794-5

Models and Dioramas:

M 623.8-1	Freighter Model
M 623.8-2	Tugboat Model

(Refer to current Audio-Visual Catalog, 4th Grade - "Modern California," for further suggestions.)

Historical
Places

Grade: 5

1. Place: Knott's Berry Farm
2. Address: Buena Park, California
3. Days Available: Monday through Friday (No tours in June)
4. Tours Begin: 10:15 a.m.
5. Length of Time at Destination: 2 3/4 hours including lunch. Must leave by 1 p.m.
6. Size of Group: One or two classes
7. Guide: Yes
8. Lunch Facilities: Sack lunches may be eaten in Wagon Camp provided covered wagons are not used and refuse is properly disposed of by throwing it in huge fireplace in the camp.
9. Toilet Facilities: Adequate

10. Special Instructions:	Report to the Information Room upon arrival, register the group; ask for a guide, reserve the picnic area, and get pamphlets and map of the Farm. One adult for each 10 children. Children to be divided into small groups. Children to participate in guided tour only.

11. Suggested activities in preparation for the trip to Knott's Berry Farm:

Study:

- actual purpose of Knott's Berry Farm and Ghost Town
- maps and books about the Farm brought in by pupils
- California Gold Rush and techniques of gold mining
- pioneer life: transportation, clothing, food, shelter, etc.

Build vocabulary:

- Conestoga wagon
- Wells Fargo
- gristmill
- narrow-gauge railroad
- ghost town
- prairie schooner
- sluice box
- dulcimer
- livery stable
- general store

12. Things to see and do en route:

Note:

- freeways
- agricultural and industrial districts
- citrus groves
- grazing cattle
- rapid growth of Southern California
- changing community from orange groves to housing developments
- Whittier Narrows Dam

13. Things to see and do on location:

See features of Ghost Town (typical of the days of '49).

- general store
- blacksmith shop
- livery stable
- post office
- Wells Fargo Express
- printing shop
- gunsmith shop
- picture gallery
- jail
- barber shop
- covered wagons
- narrow-gauge railroad
- fluorescent rock display
- Covered Wagon Panorama (short dramatic presentation)
- boarding house
- schoolhouse (often in session)
- rock shop
- bottle house
- leather shop
- glass blowers
- hangman's tree
- gold mine
- pioneer cabin (Dulcimer is played here)
- stagecoach
- gristmill
- chapel
- Indian village

Sketch an item of interest.

14. Suggested follow-up activities:

Write:

- letter to teacher in charge of school house
- letters from California to friends in the East describing what the Farm is like
- diaries describing pioneer life
- description of one thing which meant the most to each individual in such a way that someone hearing the description would like to see the thing described

Make reports on:

- history of trains
- musical instruments
- pioneer crafts
- pioneer occupations
- relatives of the children who were pioneers

Do art activities using sketches made on the visit.
Do dramatic play around activities of the general store, the pioneer school, and covered wagon encampment.
Create rhythms portraying:

- work of the blacksmith
- mining of gold
- early trains

15. Audio-Visual aids:

Films:

SD 973.7-1	Communications Westward
SD 978-4	Pioneers of the Plains (1870)
SD 979.4-2	California's Golden Beginning
SD 622-4	Gold from Gravel
SD 622-3	Placer Gold

Pictures:

P 978-3	Discovery of Gold (22 pictures)
P 383-1	Wells Fargo, Pony Express (8 pictures)

MW 656-28	Conestoga Wagon
W 978-14	Pony Express
W 978-15	Stage Coach

(Refer to current Audio-Visual Catalog, 5th Grade - "American Life," for further suggestions.)

16. Map or diagram: (map is available from Knott's Berry Farm)

Historical
Places

Grade: 6

1. Place: Olvera Street
2. Address: Los Angeles, California
3. Days Available: Monday, Wednesday, Thursday
4. Tours Begin: 10:30 a.m.
5. Length of Time at Destination: 3 hours including lunch
6. Size of Group: One or two classes
7. Guide: None
8. Lunch Facilities: Sack lunches may be eaten in Sycamore Grove. Class may make reservations for lunch at La Golondrina Cafe - special children's lunch, $1.04. Lunch includes salad, taco, beans, milk, and tortilla.
9. Toilet Facilities: Adequate
10. Special Instructions: Avila Adobe has a 10¢ charge per pupil which cannot be paid by the children. One adult for each 10 children.

11. Suggested activities in preparation for the trip to Olvera Street:

Study:

- Mexican markets and market activities
- festivals
- custom of blessing animals at Easter
- glass making, candle making, and pottery making
- food, clothing, and transportation

Read "Angel of Olvera Street" by Leo Politi.

Build vocabulary:

- plaza
- carreta
- serape
- huaraches
- sombrero

12. Things to see and do en route:

See:

- freeways
- Chinatown
- different nationalities
- City Hall
- Federal Building

Note:

- Spanish names of streets
- Spanish influence on architecture and outdoor living

13. Things to see and do on location:

See:

- Avila Adobe (10¢ admission per child must be paid out of PTA funds or some other means. Children can not pay.)
- candle shops (actual making of candles)
- glass blower
- Mexican hats
- jumping beans
- curios of all types
- Mexican handwork
- musical instruments
- ox cart (carreta)
- plaza
- pottery
- Mexican shoes
- Mexican foods and candy
- Mexican candles
- church where animals are blessed before Easter
- architecture of buildings
- old church across from plaza

Listen to bells.
Sketch some of the designs seen.

14. Suggested follow-up activities:

Make:

- market place in the room (or improve existing market)
- pottery
- Mexican clothing
- notebook covers using some of the designs seen
- candles
- a sample of Mexican food

Do dramatic play of life and activities around the market place.

15. Audio-Visual aids:

Films:

SD 972-6	Arts and Crafts of Mexico
SD 644.3-1	Candle Making

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Historical
Places

Grade: 5

1.	Place:	Pilgrim Place (Note: See item 10 below)
2.	Address:	660 Priscilla Way Claremont, California
3.	Days Available:	Annual Thanksgiving Pageant
4.	Tours Begin:	1:00 p.m.
5.	Length of Time at Destination:	1 1/4 hours for pageant
6.	Size of Group:	To be arranged
7.	Guide:	Yes
8.	Lunch Facilities:	San Dimas Canyon County Park Must leave park not later than 12:30 p.m.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	Must be seated by 1 p.m. All trips will be coordinated through the office of the Coordinator of Learning Materials to insure equitable distribution of available quotas.

11. Suggested activities in preparation for the trip to Pilgrim Place:

Read Pilgrim stories and plays.
Do dramatic play of activities concerning the Mayflower, landing at Plymouth, going to church, etc.

Build vocabulary:

Scrooby
Mayflower
John Carver
Captain Miles Standish
Squanto
Mayflower Compact
London Company
Speedwell
William Bradford
Massasoit
Samoset

12. Things to see and do en route:

Notice:

historic Lucky Baldwin estates (now Los Angeles County Arboretum)
Santa Anita Park citrus groves with facilities for irrigating and controlling temperature
Pomona Fair grounds (south of the boulevard)
Claremont Colleges

13. Things to see and do on location:

See the story of the Pilgrims dramatized in an out-of-door setting with appropriate costumes, setting, and music by a group of retired missionaries and ministers who make this their annual project.

14. Suggested follow-up activities:

Do research on points brought out by the play.
Continue dramatic play.
Do creative writing.

Incorporate ideas gained from seeing arts and crafts and setting of play in activities being carried out in relation to unit study.

15. Audio-Visual aids:

Films:

SD 973.2-2	Early Settlers of New England
SD 973.2-3	Colonial Children

Pictures:

P 973.2-8	Pilgrims (15 pictures)

(Refer to current Audio-Visual Catalog, 5th Grade - "United States History and American Life," for further suggestions.)

Market

Grade: 2

1.	Place:	Market, Market Basket
2.	Address:	1260 North Lake Avenue Pasadena, California
3.	Days Available:	Tuesday and Wednesday
4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	1/2 hour
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	None
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	One adult for each 10 pupils

Market

Grade: 2

1.	Place:	Market, Ralph's
2.	Address:	171 North Lake Avenue Pasadena, California
3.	Days Available:	Monday, Tuesday, and Wednesday
4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	1/2 hour
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	None
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	One adult for each 10 pupils

11. Suggested activities in preparation for the trip to the market:

Use books, audio-visual aids, and informal discussion to build background of information on foods.

Study:

- classification of foods
- origins of foods
- methods of production, processing, transportation, and distribution of foods
- workers who have contributed to the availability of food departments of a market
- workers around the market and their special jobs

Make charts of information gained.
Plan a market for the classroom.
Make a chart of "Things We Need to Know" in building and operating our market.

12. Things to see and do en route:

Observe:

- delivery operations to other stores and trucks arriving in back
- other markets on the way
- new apartment houses
- public transportation, intersections, railroad crossing, air raid shelter, and trucking route signs along the way
- signs such as Entrance, Exit, Not Responsible, parking lot signs, etc.

13. Things to see and do on location:

Observe:

- automatic door that opens in and out
- produce department
- packaged meat department
- fans over meat counter
- counter service and self-service of meats
- frozen food cases
- storage room
- numbers above departments
- alphabet used on side displays

wall displays
restocking of shelves
trucks unloading from warehouse
jobs done in the market
habits of shoppers throughout market
revolving counter at check stand
loud-speaker system, air conditioning

Listen to guide to get information for unit and to hear new words for vocabulary.

14. Suggested follow-up activities:

Correct incomplete understandings.
Make a chart of further information needed.
Write a thank you note to the manager.
Make an illustrated book with stories about workers.
Use pint and quart measures and put discoveries on a chart to use for reference in classroom market.
Make a money chart for reference when needed.
Build the market. Bring in cans, boxes, etc. (empty) for shelves.
Make fruits and vegetables of clay or papier maché.
Make signs and labels for market.
Do dramatic play of activities related to the market.
Compare sale bill prices from different markets.
Continue to enlarge upon information through books and pictures.
Dramatize and play out problems.
Make a large painting or mural.
Create songs and poems and jingles.

15. Audio-Visual aids:

Films:

SD 635-5	David Goes to Market
SD 635-8	Food From Our Garden
SD 658.8-3	The Food Store (local self-service)

Filmstrip:

R 658.8-1	The Grocer

Pictures:

P 641.3-6	Foods We Buy in the Market - Grocery Department (21 pictures)

SW 641.6-1	Bakery (13 pictures)
SW 658.8-2	Retail Market (10 pictures)
SW 658.8-5	Grocery Store (20 pictures)
SW 658.8-6	Vegetable Market (20 pictures)
W 641-1	The Food You Need Every Day

(Refer to current Audio-Visual Catalog, 2nd Grade - "Food Market," for further suggestions.)

Mission

Grade: 4

1.	Place:	Mission, San Fernando
2.	Address:	15151 Mission Boulevard San Fernando, California
3.	Days Available:	Monday through Friday
4.	Tours Begin:	10:15 a.m.
5.	Length of Time at Destination:	2 1/2 hours including lunch
6.	Size of Group:	One or two classes
7.	Guide:	None
8.	Lunch Facilities:	Sack lunches may be eaten at park across from Mission.
9.	Toilet Facilities:	In park
10.	Special Instructions:	Children and teachers free but may give a donation. Other adults are expected to pay 35¢. Brochure will be sent to teacher preceding trip by instructional trip secretary.

11. Suggested activities in preparation for the trip to San Fernando Mission:

(Note: Because guide service has been discontinued teacher should visit Mission before taking class.)

Study:

mission history and everyday life
construction of adobe buildings

Build vocabulary:

adobe
long building (convento)
chapel
pipe organ
altar
tallow vat
wine cellar
quadrangle
refectory
cat holes
sala
window grilles

12. Things to see and do en route:

List:

Spanish street and place names
native vegetation
crops of same type as those planted by padres

Observe:

water conservation installations
Devil's Gate Dam and Pasadena watershed
Hansen Dam

13. Things to see and do on location:

At Mission observe:

long building with 19 arches
museum containing relics of mission life
wine cellar with hand-hewn ceiling beams
hospice
chapel displaying original Indian wall paintings and pipe organ
kitchen containing large fireplace for curing meat
cemetery
over-all layout of Mission and grounds

In Memory Garden observe:

statue of Father Serra	reservoir
Star Fountain	tallow vats

Get bulletin of information given at Mission.
Try to determine how much of Mission is original and which sections have been rebuilt.

14. Suggested follow-up activities:

Check observations with information in bulletin given class at the Mission.

Make:

- model of Mission
- adobe bricks
- models of farming tools
- tallow candles by drip method

Write an imaginary diary of a padre.

Draw:

- wall map of Mission and grounds
- large map of California locating all missions and showing principal products of each one

Rearrange bulletin-board as "Trip of the Week" to San Fernando Mission.

15. Audio-Visual aids:

Film:

SD 979.4-1	Mission Life

Pictures:

SW 979.4-18	California Missions (22 pictures)
SW 979.4-19	Missions of California (42 pictures)
MW 979.4-74	San Fernando Mission

16. Map or Diagram:

Map:

W 912.79-7	Historical California

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Mission

Grade: 4

1.	Place:	Mission, San Gabriel
2.	Address:	537 W. Mission Drive San Gabriel, California
3.	Days Available:	Tuesday through Friday
4.	Tours Begin:	9:30 and 10:30 a.m.
5.	Length of Time at Destination:	1 hour
6.	Size of Group:	One or two classes
7.	Guide:	None
8.	Lunch Facilities:	None
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	25¢ charge for parents. Secure brochure and slides from instructional trip secretary.

11. Suggested activities in preparation for the trip to San Gabriel Mission:

Study:

- mission life including work of padres and Indians
- adobe building construction
- general plan of Mission buildings and grounds

List questions to be answered on the trip.

Build vocabulary:

- adobe
- bell wall
- tanning vats
- baptismal font
- chapel
- tallow vats

12. Things to see and do en route:

List Spanish street and place names to look up in dictionary later.
Notice modern use of tile and stucco.

13. Things to see and do on location:

Note:

- museum
- statues
- baptismal font
- bells
- cemetery
- mission house
- old books
- chapel
- kitchen
- Father Serra's room (one room house)

Find out answers to questions prepared in advance.

14. Suggested follow-up activities:

Write:

- diary from padre's point of view
- outline of daily activities of padres and Indians
- play for class to present (or use puppets)

Make:

- model of Mission
- dioramas of mission life
- three-dimensional mural of mission activities

adobe bricks
models of tools
wall map with sketches of all missions

Continue research as needed.

15. Audio-Visual aids:

Film:

SD 979.4-1	Mission Life

Pictures:

P 979.4-28	Mission Life (15 pictures)
P 979.4-29	Adobe Brick Making (15 pictures)
P 979.4-31	Tortilla Makers (15 pictures)
MW 979.4-71	San Gabriel Mission
W 979.4-77	Mixing Adobe
W 979.4-81	Father Serra
W 979.4-83	Making Mission Candles on a Candle Wheel

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Museum

Grade: 4

1.	Place:	Museum, Adobe Palomares
2.	Address:	491 Cucamonga Avenue Pomona, California
3.	Days Available:	Tuesday mornings
4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	2 hours including lunch
6.	Size of Group:	One or two classes
7.	Guide:	Yes
8.	Lunch Facilities:	Sack lunches may be eaten on the grounds.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	

11. Suggested activities in preparation for the trip to Adobe Palomares:

Study:

rancho life
hide and tallow business
construction and furnishing of houses
rancho maps and process of acquiring land grants

List:

things class expects to see
questions to be answered

Build vocabulary:

adobe
gatera
metate
patio
olive press
mano
mantilla
serape
coat-of-arms
powder horn
reata
casa

12. Things to see and do en route:

Look for:

Spanish street and place names
houses built in early California or Monterey style
rock and gravel quarries near Monrovia

13. Things to see and do on location:

Find:

large wisteria vine
plan of rancho
Brazilian plants, pepper and olive trees

Note:

construction of house
furniture
household furniture
housekeeping articles
Indian baskets, clothing, pottery
gatera

cooking utensils
outdoor oven
jewelry and clothing

14. Suggested follow-up activities:

Write:

diary of the trip
answers to questions written before trip
comparison with modern home
vocabulary list or dictionary

Make:

rancho model
mural in 3-dimensional form

Incorporate some of the ideas gained in the construction and furnishing of the early rancho corridor or patio in the classroom.

15. Audio-Visual aids:

Film:

SD 979.4-3	Rancho Life (color)

Pictures:

P 979.4-32	Rancho Life (20 pictures)
P 979.4-33	Reata Maker (12 pictures)
P 979.4-34	Rodeo (10 pictures)
MW 979.4-91	Ranch Life in Colonial California (12 pictures)
W 979.4-74	The Patio
W 979.4-75	Threshing Grain with Horses
W 979.4-76	The Vaquero
W 979.4-78	Cooking
W 979.4-79	Wash Day
W 979.4-80	The Dancers
W 979.4-82	Mayordomo of the Rancho on His Horse

Models:

M 972-14	Metate and Mano
M 972-15	Carreta

M 636-1	Branding Iron and Hide
M 799-1	Reata Length

Transcription:

T 979.4-30	Rancho San Pasqual

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Museum

Grade: 4

1.	Place:	Museum of Science and Industry, California State
2.	Address:	Exposition Park Los Angeles, California
3.	Days Available:	Monday through Friday
4.	Tours Begin:	11:00 a.m.
5.	Length of Time at Destination:	2 hours including lunch
6.	Size of Group:	One or two classes
7.	Guide:	Yes
8.	Lunch Facilities:	Sack lunches may be eaten in Exposition Park.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	List special galleries you wish to visit.

11. Suggested activities in preparation for the trip to the Museum of Science and Industry:

(Note: Teacher should visit the building and exhibits before taking the class. This trip is most valuable as a culmination activity for Modern California.)

Study:

raising of cattle, sheep, poultry
agriculture
industry
conservation of natural resources
commerce (particularly ocean trade)
mining
transportation

See brochure of Museum offerings.
Build vocabulary as it pertains to exhibits to be seen at the Museum.

12. Things to see and do en route:

Write lists of:

types of industries seen from the bus
types of transportation
people at work in various occupations

Look for:

Los Angeles Civic Center
Los Angeles Memorial Coliseum and the Sports Arena

13. Things to do on location:

Use brochure (see above).
Take notes.

Visit:

forestry exhibits
marine exhibits
agriculture exhibits
industrial exhibits (power and machinery)
raw materials section

mineral exhibits
transportation (model railway, harbor models)
water resources

14. Suggested follow-up activities:

Make notebooks of particular interests.
Prepare charts of industries, agricultural products, minerals.
Make mural showing harbor and hinterland with products and natural resources contributing to commerce.
Make class industry and products maps.

15. Audio-Visual aids:

See current Audio-Visual Catalog, 4th Grade - "Modern California."
No particular aids are necessary beyond what are used in the study of modern California.

Museum

Grade: 4

1. Place: Museum, Casa de Adobe

2. Address:
4605 North Figueroa Street
Los Angeles 65, California
(In Highland Park near Southwest Museum)

3. Days Available: Wednesday

4. Tours Begin: 11:00 a.m. and 12:00 noon

5. Length of Time at Destination: 1 3/4 hours including lunch

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Sack lunches may be eaten at Sycamore Grove nearby.

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to Casa de Adobe:

(Note: A very good guide, "Casa de Adobe Handbook," is obtainable at the Casa, price 15¢; there are also excellent postcards showing the interiors of all rooms.)

Study:

ranchos, particularly houses of Mexican era
family life, activities of all members of family

Plan or start construction of rancho home or outside corridor.
Prepare a list of questions to be answered on the trip.

Build vocabulary:

adobe
patio
metate
dormitorio
capilla
casa
sala
niño
cuarto
samovar
portal
coat-of-arms
Talavera ware
comedor
olla

12. Things to see and do en route:

Look for:

Spanish street and place names
types of early California architecture
native vegetation: sycamores, live oaks, etc.

13. Things to see and do on location:

Observe:

various rooms
sunken bath
tools
carreta
fountain
materials used in construction
furniture of different periods
Talavera ware
patio
family chapel
museum

14. Suggested follow-up activities:

Write:

resumé of trip with illustrations and organize into book form
imaginary diary of child living in this casa
Spanish-English dictionary of household terms

Make:

floor plan or model of Casa de Adobe
pottery and decorate with designs similar to those on Talavera ware

Compare Casa with modern home, room by room.
Continue work on unit construction.
Continue research work.

15. Audio-Visual aids:

Film:

SD 979.4-3	Rancho Life (color)

Pictures:

P 979.4-32	Rancho Life (20 pictures)
MW 979.4-18	Adobe House
MW 979.4-59	Spanish Dancer
MW 979.4-91	Ranch Life in Colonial California (12 pictures)
W 979.4-2	Early California House

Models:

M 972-14	Metate and Mano
M 972-15	Carreta
M 636-1	Branding Iron and Hide
M 799-1	Reata Length

Transcription:

T 979.4-30	Rancho San Pasqual

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Museum

Grade: 1-2

1. Place: Children's Museum

2. Address: Jefferson Recreation Center
1501 East Villa Street
Pasadena, California

3. Days Available: Monday only

4. Tours Begin: 9:30 a.m.

5. Length of Time at Destination: 1 hour (9:30 - 10:30 a.m.)

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Not needed

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to the Children's Museum:

Discuss:

- the need to stay on trails in the park around the museum -
  - to keep soil and plants from being trampled
  - to walk quietly in order that many animals may be seen
  - to be able to pick-up tracks of animals
- what kinds of rocks you will see in the museum -
  - igneous, sedimentary, etc.
  - kinds of experiments that can be done with rocks to prove which kind they are
- kinds of historic relics you will see in the museum which are related to Indian and Early California culture
- basic needs of birds to maintain life: their food, shelter, protection from enemies, etc.
- the necessity of keeping the museum and grounds clean and free from litter

Activities before the trip:

- reading books about animals, rocks, and birds
- having each child be a page of a "living scrapbook"
- having each child be the chief resource for a certain part of the trip - one child observing where the little toad would live and reporting about it; another child observing the insect galls on an oak tree
- acting out situations of taking a trip on a trail and observing rules of safety and quietness

Build vocabulary:

- museum
- migration
- environment
- insect galls
- balance of nature
- independent
- mammal
- habitat

12. Things to see and do en route:

Look for two groups of trees - one with broad leaves and one with needle-like leaves.

Notice whether or not birds are plentiful.

Notice the activities of birds - whether they are singing, nesting or eating.

Notice whether people are irrigating their lawns.
Do we have more animals around our homes when it is a dry or wet season?
If the children travel near the foothills, have them notice the chaparral on the mountains.

13. Things to see and do on location:

Observe all living relics and exhibits in the museum and listen carefully to the guide.
Take a walk around the grounds and look for animal tracks, observe squirrels, and listen to bird calls.
Form a semi-circle at the teacher's suggestion, to listen for directions.
Find out all the answers to the questions which they wanted to know.
Identify sounds, smells and sights of the outdoors.

14. Suggested follow-up activities:

Make a large scrapbook of the answers which they had discovered to their questions.
Discuss all the exhibits, animals and birds which they have seen.
Prepare flannel board stories about their trip.
Make an electric board quiz.
Make dioramas to show the habitats of different animals.
Read stories about animals, rocks and birds.
Make up a game of twenty questions using information learned on the trip.
Make up a true or untrue story about a trip to the museum.
Make leaf prints.
Write some group or individual poems about the sights, sounds and smells of the outdoors.
Draw a map of the trip.

15. Audio-Visual aids:

Use models of animals and birds from the Audio-Visual Department.
Refer to current audio-visual catalogues for the third and fourth grades for additional help.

Museum

Grade: 6

1. Place: Huntington Library
2. Address: 1151 Oxford Road
   San Marino, California
3. Days Available: Tuesday through Friday
   No trips in October.
4. Tours Begin: 10:15 a.m.
5. Length of Time at Destination: 1 1/2 hours
6. Size of Group: One class - 6th grade only
7. Guide: Yes
8. Lunch Facilities: None
9. Toilet Facilities: Adequate
10. Special Instructions: One adult required for each 12 pupils.

11. Suggested activities in preparation for the trip to the Huntington Library:

Study:

- importance and development of the printed word as a means of communication
- development of writing through the ages
- development of printing
- art as a means of communication
- life of Gutenberg
- influence of Henry E. Huntington

Build vocabulary:

manuscripts
illuminations
hieroglyphics
Gothic
Renaissance

12. Things to see and do en route:

See:

- types of homes
- size and beauty of Huntington estate

Note the work and materials required to maintain well-kept and beautiful lawns and hillsides.
Note the number of ways written words or symbols are used along the route.

13. Things to see and do on location:

See:

- eighteenth century French and English art, including paintings
- exhibits of rare English and American books and manuscripts
- original copy of Gutenberg Bible
- tapestries and antique furniture
- cactus garden, oriental gardens, palm tree collection, rose gardens, park and wooded areas

14. Suggested follow-up activities:

Make:

- manuscripts
- seals
- clay tablets

Do dramatic play on the life of Gutenberg.

15. Audio-Visual aids:

Pictures:

P 091-1	Illuminated Manuscripts in Early Printing (23 pictures)
P 655-1	Development of the Book (6 pictures)
MW 091-1	Gutenberg Bible (Page)
MW 091-7	Initials from Gutenberg Bible
MW 091-8	Music Manuscripts (3 pictures)
MW 419.2-7	The Story of Writing (8 pictures)
W 271-6	A Scribe, 13th Century
W 655-1	An Early Printing Works
W 942.03-4	Reading Wycliffe's Bible
W 942.04-3	Earl Rivers Presenting Book to Edward IV
W 942.05-4	Reading the Great Bible, Tudor Times

Museum

Grade: 4

1.	Place:	La Brea Tar Pits
2.	Address:	Ogden Drive and Wilshire Boulevard Los Angeles, California
3.	Days Available:	Tuesday through Friday Confirmation two weeks in advance only.
4.	Tours Begin:	10:00 and 11:00 a.m.
5.	Length of Time at Destination:	1/2 hour
6.	Size of Group:	One or two classes
7.	Guide:	Yes
8.	Lunch Facilities:	None
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	This trip is usually taken in connection with the Los Angeles County Museum trip.

11. Suggested activities in preparation for the trip to the La Brea Tar Pits:

(Note: This trip is most useful when combined with a visit to La Brea Hall in the Los Angeles County Museum at Exposition Park where the fossils are mounted. The preferred arrangement is to visit the Museum in the morning and the Tar Pits on the way back to school, entering the Pit area via the Wilshire Boulevard gate.)

Study:

birds and mammals of the Pleistocene Age in California
history of the La Brea Tar Pits and La Brea Hall
methods of excavating and mounting fossils
utilization of tar pits by Indians of area
extinction of some mammals and evolution of others into those we see today

Prepare list of questions to be answered on the trip.

Build vocabulary:

geology
mammal
fossils
dire wolf
ancient bison
Pleistocene
petroleum
teratornis
giant ground sloth
Imperial mammoth
saber-tooth cat
lion-like cat
short-faced bear
western horse
prehistoric camel

12. Things to see and do en route:

List uses of petroleum (road oil, roofing tar, gasoline, diesel oil, etc.).

Observe:

variation in number of traffic lanes on different types of streets
various districts en route: business, industrial, residential

13. Things to see and do on location:

Identify and compare research information with actual things observed.
Read history of each pit from posted notices.
Present questions to guide.
Photograph Pits and modeled animals.

14. Suggested follow-up activities:

Extend study into field of oil industry.

Make:

mural of Tar Pits as seen 40,000 years ago
models of animals in clay

Compare animals of the Tar Pits with similar ones of North America today.
Write adventure stories or diaries from animals' point of view.

15. Audio-Visual aids:

Pictures:

P 569-1	Parade of Life (24 pictures)
MW 556-1	Dinosaurs (32 pictures)
W 560-1	Early Paleozoic
W 560-2	Late Paleozoic I
W 560-3	Late Paleozoic II
W 560-4	Triassic Landscape
W 560-5	Jurassic I Landscape
W 560-6	Jurassic II Landscape
W 560-8	Tertiary I Landscape
W 560-9	Tertiary II Landscape
W 560-10	Quartenary Landscape
F 569-1	Age of Mammals (6 pictures)
F 575-1	Two Billion Years of Evolution (8 pictures)

Museum

Grade: 4

1.	Place:	Museum, Los Angeles County
2.	Address:	Exposition Park Los Angeles 7, California
3.	Days Available:	See Los Angeles County Museum Bulletin for dates.
4.	Tours Begin:	10:00 and 11:00 a.m. 1:00 to 2:00 p.m. - unreserved time for individual study
5.	Length of Time at Destination:	1 1/2 hours including lunch
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	Sack lunches may be eaten in Exposition Park.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	Teachers must request reservations by galleries. See Superintendent's Bulletin #138 (June 5, 1961) for museum arrangements.

Los Angeles County Museum

(Note: See La Brea Tar Pits trip if a study of California animals of the Pleistocene Age is being made.)

11. Suggested activities in preparation for the trip to the Los Angeles County Museum:

(Note: The California History Gallery is best used as a culmination of the study of early California. The Gallery consists of a series of dioramas depicting three phases of history: (1) Exploration and Settlement, (2) Rancho Life, (3) American Occupation of California. The teacher should visit the Museum in advance and plan the trip carefully. Request the bulletin Teachers' Gallery Guide - Early California, from the instructional trip secretary.

Study:

California Indian life
exploration
mission life
rancho life
American occupation

Build vocabulary:

Use bulletin listed above.

List the particular needs for taking the trip.

12. Things to see and do en route:

Observe:

Arroyo Seco through which Pasadena Freeway passes
Portola's crossing
Los Angeles Civic Center
Los Angeles Memorial Coliseum
California State Building at Exposition Park

13. Things to see and do on location:

For study of Early California, see dioramas in Early California Gallery.

For study in other fields, visit the following halls:

rocks and minerals
La Brea Hall
mounted butterfly exhibit
fauna of California

14. Suggested follow-up activities:

Refer to list of particular needs to see how well they were met and which need further research.

Make:

outline of the trip, particularly if more than one gallery is visited
a movie roll of pictures to show history of California
dioramas in cardboard cartons
collections of rocks and minerals

Create original stories to bring to life the dioramas seen or made.

15. Audio-Visual aids:

Films:

SD 979.4-1	Mission Life
SD 979.4-3	Rancho Life

Pictures:

SW 979.4-25	California, 1542-1872 (31 pictures)
SW 979.49-18	Early Los Angeles (14 pictures)
MW 929.8-1	California's State Emblems (14 pictures)
MW 929.9-3	California's Fourteen Historic Flags (15 pictures)

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California," for further suggestions.)

Museum

Grade: 3

1. Place: Museum, Southwest
2. Address: 234 Museum Drive
   Los Angeles 42, California
   (Highland Park)
3. Days Available: Wednesday and Thursday by appointment
4. Tours Begin: 9:45 a.m. (9:45 to 10:45 a.m. - guided tour; 1:00 to 2:00 p.m. - unguided tour)
5. Length of Time at Destination: 1 hour without lunch
6. Size of Group: One class
7. Guide: Yes
8. Lunch Facilities: None
9. Toilet Facilities: Adequate

10. Special Instructions: There are six galleries; the tour provides for some time in each gallery. However, if a particular gallery is to be studied in detail please indicate this on your request. The six galleries are -

Prehistoric Indian
California Room
Southwest Indian
The Plains
Basket Hall
Northwest Coast

11. Suggested activities in preparation for the trip to the Southwest Museum:

(Note: Teacher should visit Museum before taking class.)

Study Southwest Indians, Hopis and Navajos.
Prepare check-lists of what children expect to see.
Examine map of Pasadena and environs to see route to be taken.

Build vocabulary:

- Katchina dolls
- metate
- piki bread
- prayer stick
- sand painting
- lump, coil, and ball methods of making pottery
- carding wool
- loom

12. Things to see and do en route:

Look for main points of interest along the route which children have found on map before trip.

13. Things to see and do on location:

Look for:

- Katchina masks and dolls
- samples of weaving
- pottery
- baskets
- cooking equipment
- silver crafts
- wedding dress
- ceremonial items
- children's games
- sand painting
- dioramas in tunnel
- Hopi trail

14. Suggested follow-up activities:

Evaluate answers on check-lists.
Check accuracy of information previously shared by group.
Write dictionary of terms used in this unit of work.
Weave small Indian rugs.

Make:

- pottery
- Katchina dolls and masks
- a hogan or pueblo
- dioramas

Set up a classroom museum of Indian articles brought in by pupils and articles they have made.
Dye fabrics with natural dyes.
Do dramatic play of phases of Hopi and Navajo living.
Continue reading for further information.

15. Audio-Visual aids:

Films:

SD 970.1-7	Navajo Indians
SD 970.1-8	Hopi Indians
SD 970.1-12	Pottery Making in an Indian Pueblo
SD 970.1-13	Hopi Arts and Crafts
SD 970.1-14	Navajo Indians of the Painted Desert
SD 970.1-16	Southwest Indian Dances

Pictures:

SW 970.1-11	Hopi Land (12 pictures)
SW 970.1-12	Navajo Land (12 pictures)
SW 970.1-22	Navajo People (13 pictures)
SW 970.1-29	Hopi Indians, Pt. I (24 pictures)
SW 970.1-29	Hopi Indians, Pt. II (45 pictures)
SW 970.1-34	Navajo Land and People (7 pictures)

(Refer to current Audio-Visual Catalog, 3rd Grade - "Indians," for further suggestions.)

Nature and
Science

Grade: 5-6

1. Place: Audubon Center of Southern California

2. Address: 1000 North Durfee Drive
El Monte, California

3. Days Available: Thursday and Friday

4. Tours Begin: 10:00 a.m.

5. Length of Time at Destination: 2 hours including lunch

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Sack lunches may be eaten in picnic area.

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to the sanctuary:

Study:

- composition of soil
- protection of soil by plants
- results of over-grazing and fire in relation to our watersheds
- origin of ground water
- effect of population increase in relation to topsoil and water
- causes and prevention of erosion
- food the animals of this area eat and where they find it
- trees and shrubs that furnish food
- purpose of sanctuary
- activities of the Forest Rangers

Build vocabulary:

- Audubon Society
- erosion
- nature's balance
- primitive area
- topsoil
- migration
- conservation
- habitat
- observation
- sanctuary
- ecology

12. Things to see and do en route:

Note:

- birds
- truck farms, irrigation methods, products grown, etc.
- evidences of good conservation practices
- evidences of man's negligence in practicing good conservation
- reasons for choice of this location as a sanctuary
- the Whittier Narrows Dam (flood control project)

13. Things to see and do on location:

Use field glasses to observe birds and small animals.
Do experiments in soil erosion.

Notice:

- feet of animals and birds in order to recognize tracks on trails
- adaptation of feet and beaks for securing food and for protection
- lizards and insects around dead wood
- rabbits

tracks of mice, rabbits, opossums, raccoons, skunks, weasels, and birds
birds: cardinals, hawks, towhees, sparrows, doves, housefinches, mocking birds, jays, crows
plants: cottonwood, elderberry, grasses, gooseberry, wild blackberry, grape willows, and flowers

See Museum exhibits:

beehive
mounted birds and an illustration of the interrelationship of soil, plants, animals, and man
reptiles
mammals: live exhibit and also skulls showing specialization in mammal teeth as in bird bills
insects: mounted butterflies and moths, live specimens of tarantula, scorpion, and black widow spider
aquatic life: balanced aquariums, mosquito fish, and marine animals from rocky tide pools

14. Suggested follow-up activities:

Write:

bird songs and rhymes
stories about conservation, birds, trees, etc.

Make:

bird houses and feeders
collections and classifications of leaves, trees, seeds, bird pictures, etc.
covers for nature study booklets
mountings of specimens for exhibits
habitats: meadow, forest, marsh, desert, etc.

Read and discuss the life of John James Audubon.
Check everyday practices in school and community to see that knowledge of good conservation is put to use. Plan ways to lend assistance.

15. Audio-Visual aids:

Films:

SD 631.4-2	Topsoil

SD 631.4-3	Erosion
SD 631.4-6	What Is Soil?
SD 634.9-18	Watershed Fire
SD 598.2-15	What Bird Is That?

(Refer to current Audio-Visual Catalog, "A-V Materials," for further suggestions.)

Nature and
Science

Grade: 4

1. Place: Descanso Gardens

2. Address: 1418 Descanso Drive
La Canada, California

3. Days Available: Monday through Friday

4. Tour Begins: 10:30 a.m.

5. Length of Time at Destination: 2 hours including lunch

6. Size of Group: One class

7. Guide: Yes

8. Lunch Facilities: Sack lunches may be eaten on picnic tables provided.

9. Toilet Facilities: Adequate

10. Special Instructions:

11. Suggested activities in preparation for the trip to Descanso Gardens:

(Note: Teacher should visit Descanso Gardens before the date of the trip.)

Build vocabulary:

chaparral
environment
wildlife
sanctuary
watershed
conservation
erosion
evaporation
native
humid
dormant

12. Things to see and do en route:

Observe hills and valleys, woods and gardens.
Count number of crossroads.
Note safety signs along the highways.

13. Things to do on location:

Take notes on types of trees, flowers, and wildlife seen.

Visit:

rose garden
woodland stream
oak forest
watershed
lake shore
upper lake

14. Suggested follow-up activities:

Make:

a movie roll on "Our Natural Resources"
a chart illustrating water cycle
a play about Arbor Day
illustrated charts on the need for conservation

Discuss and report about the lives of Luther Burbank and John Muir.

Read these books:

Buff, "Big Tree"
Hayes, "About the Biggest Pine Tree"
Norling, "The First Book of Water"
Selsam, "Plants We Eat"

15. Audio-Visual aids:

Films:

SD 634.9-18	Watershed Fire
SD 979.4-9	This Is My Land

Filmstrips:

R 634.9-8	Forest Resources
R 634.9-9	Protecting Our Forests

Nature and
Science

Grade: 5-6

1. Place: Griffith Park Observatory and Planetarium

2. Address: P.O. Box 9787
Los Angeles, California

3. Days Available: Wednesday and Thursday

4. Tours Begin: 10:45 a.m. (See Special Instructions)

5. Length of Time at Destination: 3 hours including lunch

6. Size of Group: One or two classes

7. Guide: Yes

8. Lunch Facilities: Sack lunches may be eaten at Ferndell Park nearby.

9. Toilet Facilities: Adequate

10. Special Instructions: Astrological museum may be visited one-half hour before program begins at 10:30 - unguided. On arrival at observatory, teachers may make arrangements to have attendant meet class after lecture to explain museum exhibits. Classes must be at observatory by 10:30 a.m.

11. Suggested activities in preparation for the trip to Griffith Park Planetarium:

Read and discuss:

pertinent sections from the California State science texts
sky maps from local papers

Draw or construct:

models of the solar system
constellations

Learn names of stars and constellations.

Build vocabulary:

planetarium
observatory
astronomy
telescope
star
planet
meteor
constellation
galaxy
eclipse
spectrum
seismograph
orbit
satellite

12. Things to see and do en route:

See:

Pioneer Bridge
Gladding McBean Tile and Pottery Factory
Southern Pacific Railroad
Griffith Park recreation area
Greek Theater

Capitalize upon opportunities for nature observation and discussion.

13. Things to see and do on location:

See:

Planetarium show on the most interesting phases of astronomy
model of Mount Palomar telescope
Foucault pendulum
large working model of the moon
model of the solar system
telescope for viewing sun and its spectrum
artificial eclipses projected on screen

collection of meteorites
model of our galaxy
model of the planets
large camera obscura
model of the cyclotron
million volt Tesla coil
geological clock
model of a seismograph

14. Suggested follow-up activities:

Make reports based upon pupils' own questions and interests stimulated by the trip.
Do class projects to include display of planets showing relative size and distance from the sun. (See Elementary Resource Guide in Science)
Read for further information.

15. Audio-Visual aids:

Films:

SD 523-7	This Is the Moon
SD 525-5	What Makes Day and Night
SD 525-10	Day and Night

Pictures:

P 523.8-3	Stars of Fall and Winter (24 pictures)
P 523.8-4	Stars of Spring and Summer (24 pictures)
MW 520-2	The Hues of Heaven (5 pictures)
MW 523.1-1	Geography of the Universe (7 pictures)
W 520-1	Solar System and Earth (5 pictures)
W 520-2	Map of Outer Space
W 521.8-1	Eclipses of Sun and Moon
W 523.3-1	Phases of the Moon
W 523.4-1	Solar Planetary System

(Refer to current Audio-Visual Catalog, "A-V Materials," for further suggestions.)

Nature and
Science

Grade: Kdgn.

1.	Place:	Griffith Park Zoo
2.	Address:	Griffith Park Los Angeles, California
3.	Days Available:	Tuesday through Friday
4.	Tours Begin:	10:00 a.m.
5.	Length of Time at Destination:	2 1/2 hours including lunch
6.	Size of Group:	One or two classes
7.	Guide:	None
8.	Lunch Facilities:	Sack lunches may be eaten on public grounds.
9.	Toilet Facilities:	Adequate
10.	Special Instructions:	One adult for each 8 children

11. Suggested activities in preparation for the trip to the Griffith Park Zoo:

Get acquainted with zoo animals through picture books and audio-visual aids. Learn the names of zoo animals.
Discuss pets.
Visit pets or have some brought to school.
Read animal stories.
Learn animal songs.
Do animal rhythms.
Have dramatic play of animal activities.
Take short walks around the school to prepare for a more extensive trip.
Plan things to see and find out about.

Build vocabulary:

- zoo
- fawn
- skin
- hair
- horns
- ruff
- four-footed
- trunk
- den
- fur
- zoo keeper
- beak
- wild animals
- tame animals
- barnyard animals

12. Things to see and do en route:

Look for:

- new bridge over Arroyo Seco
- old bridge over Arroyo Seco
- busses and trucks
- trains and signals at railroad crossing
- animals

13. Things to do on location:

Observe common zoo animals:

- lions
- tigers
- monkeys
- buffalos
- deer
- kangaroos
- bears
- tame animals
- barnyard animals
- seals
- antelope
- baby animals
- elephants
- camels

Observe:

physical characteristics of animals: feet, mouth, ears, covering, special features

manner of eating, resting, moving about, caring for young
types of homes prepared for the animals

Listen to person in charge of group or small groups.
Stay with the adult in charge.

14. Suggested follow-up activities:

Discuss special things seen.
Do animal rhythms.
Have dramatic play.
Learn how animals find food and live in natural habitat.
Create stories, poems, and songs.
Classify animals as wild and tame.
Make clay animals.
Make a zoo.
Make a zoo book of paintings or drawings.
Make a mural.
Continue use of films and books to learn more about animals.
Lead into a circus unit.

15. Audio-Visual aids:

Films:

SD 599-21	Animals of the Zoo
SD 599-36	How Do You Zoo
SD 599-41	The Zoo
SD 599-20	Elephants

Pictures:

SW 599-20	Animal Babies (12 pictures)
SW 599-21	Animal Ancestors (12 pictures)
SW 599-23	Homes and Habits of Wild Animals (12 pictures)
SW 599-38	Animals of the Zoo (20 pictures)
W 599-56	Lion
W 599-57	Elephant
W 599-58	Bengal Tiger
W 599-59	Polar Bear
W 599-63	Fox

(Refer to current Audio-Visual Catalog, Kindergarten - "Exploration of the Environment" or "A-V Materials," for further suggestions.)

16. Map.

Nature and
Science

Grade: 4-6

1. Place: Los Angeles County Arboretum
2. Address: 301 North Baldwin Avenue, Arcadia, California
3. Days Available: Tuesday through Friday
4. Tours Begin: 10:00 a.m.
5. Length of Time at Destination: 1 1/2 hours
6. Size of Group: One class only
7. Guide: Yes
8. Lunch Facilities: None
9. Toilet Facilities: Adequate
10. Special Instructions: Nature tour - 3rd and 4th grades
    Historical tour - 4th, 5th, and 6th grades

Suggested study trip for Science, Conservation, American Period of California History C

11. Suggested activities in preparation for the trip to the Arboretum:

(Note: These are dependent upon the unit of work being studied which necessitates the trip.)

Read from "Ranchos Become Cities," by W.W. Robinson, Elementary Teachers' Library.
For Science and Conservation:
Study topsoil, erosion, horticulture in Southern California, birds.
For California History:
Study rancho houses, American occupation, history of Rancho Santa Anita.
Build vocabulary for particular phase being studied.

12. Things to see and do en route:

List trees that are recognized.
Observe mountains and foothills to find any effects of erosion or damage due to fires.
Look for evidences of good conservation practices.

13. Things to see and do on location:

(Note: An "elephant train" carries children around the grounds while the guide gives information.)

Observe:

very fine collection of trees and shrubs, many imported from other countries
herbarium
"Biblical" garden
lagoon
historical gardens
bird sanctuary
"Queen Anne Cottage,"built in 1879
carriage house, built in 1879
Hugo Reid Adobe, built in 1839

4. Suggested follow-up activities:

Study:

- vegetation native to California
- adaptation of imported plants and reasons for their use (eucalyptus, carob, citrus, avocado, etc.)
- California rancho homes
- local history of ranchos surrounding Pasadena area
- soil and water conservation

Make:

- map of original Santa Anita Rancho, showing location of present Arboretum and buildings
- charts listing native and imported vegetation observed

Write:

- short history of Rancho, including contributions of different owners
- newspaper-type story on preservation of places of historical interest

Take excursion into neighborhood to see good conservation practices and, in some cases, the need for conservation.
Plan ways class can lend assistance.
Do experiments with soil and water conservation.

5. Audio-Visual aids:

Films:

SD 979.4-3	Rancho Life
SD 631.4-4	Soil and Water

(Refer to current Audio-Visual Catalog, 4th Grade - "Historic California" and "Elementary Science List," for further suggestions.)

Nature and
Science

Grade: 6

1. Place: Oak Grove Park
2. Address: Approximately 5 miles from downtown Pasadena near La Canada
3. Days Available: Wednesday only
4. Tours Begin: 9:30 a.m.
5. Length of Time at Destination: 4 1/4 hours (must leave by 1:30 p.m.)
6. Size of Group: One class
7. Guide: Yes
8. Lunch Facilities: Picnic area beneath oak trees - stoves, fire rings, tables, etc., are provided.
9. Toilet Facilities: Adequate
10. Special Instructions: Mr. Ted Pearson, Recreation Department Camping Director, will call at school on Friday previous to excursion between 12:30 and 1:00 p.m. to brief children on tour. School must have slide projector and screen ready when Mr. Pearson arrives.

11. Suggested activities in preparation for the trip to Oak Grove Park:

Study:

native plants and birds of area
duties of the Forest Rangers
specimens from Audio-Visual (birds, animals, plants, etc.)

Do research on water, soil, birds and plants.
Do water and soil experiments.
Have Mr. Pearson come to class to prepare pupils for the trip so that they can identify things which may be seen on the trip.

Gather materials to be used on trip:

paper bag for specimens
crayon for labeling
container for soil
container for water life

Make playground excursion identifying plants, birds, etc.

Build vocabulary:

gauge
spillway
chaparral
parasite
water table
water cycle
topsoil
conservation
migration
settling basin
Audubon Society

12. Things to see and do en route:

Note:

kinds of birds, trees, flowers, etc.
evidences of good conservation practices
evidences of man's negligence in practicing good conservation

13. Things to see and do on location:

Observe:

Devil's Gate Dam: spillway, emergency overflow, water depth gauge, silt deposits, water birds
Arroyo Seco Nature Trail: poison oak, white sage, manzanita, wild cucumber, mule fat, tobacco plant, wild cherry, buckwheat, milkweed, lilac, lemonade berry, greasewood, horehound, California poppy

trees: California live oak, scrub oak, sycamore, cottonwood, etc.
animals: lizards, scorpions, centipedes, rabbits, ground squirrels
birds: California quail, bluejays, doves, ducks, brown towhees, killdeers, cliff swallows, etc.
rocks
soil and silt

purification plant of Pasadena Water Department: water filter, gauge

stream: water life - newts, fish, water striders, helgramites
plants: watercress, alder trees

Arroyo Seco Ranger Station: fire fighting equipment, Indian "hot-shot" crew, nursery

Collect specimens of:

silt
stream life
soil
cones and pine seeds

14. Suggested follow-up activities:

Study:

specimens collected (label)
history of Devil's Gate Dam
adaptation of plants to environment

Do further experiments as needed with soil, plants, water, etc. (See Elementary Science Guide.)
Be alert to opportunities to identify and practice conservation in every-day living.

15. Audio-Visual aids:

Films:

SD 631.7-4	Adventures of a Junior Raindrop
SD 631.4-4	Soil and Water

Pictures:

P 333-1	Water Conservation in California (17 pictures)

SW 632.18-1	Fighting Forest Fires (20 pictures)
SW 634.9-7	Grazing in the Forest (20 pictures)
SW 634.9-8	Our Green Treasury (11 pictures)
W 333-1	Trees Conserve Soil and Water
W 634.9-2	Prevent Forest Fires

(Refer to current Audio-Visual Catalog, "A-V Materials," for further suggestions.)

Newspaper

Grade: 6

1. Place: Los Angeles Times
2. Address: Second and Spring
   Los Angeles, California
3. Days Available: Monday through Friday
4. Tours Begin: 10:00 and 11:00 a.m.*
5. Length of Time at Destination: 1 hour
6. Size of Group: One class
7. Guide: Yes
8. Lunch Facilities: Sycamore Park for groups on 11:00 a.m. tour.
9. Toilet Facilities: Adequate
10. Special Instructions:

* Lunch facilities are supplied for the 11:00 a.m. tour.

Newspaper

Grade: 6

1. Place: Pasadena Independent-Star News
2. Address: 525 East Colorado Boulevard
   Pasadena, California
3. Days Available: Monday through Thursday
4. Tours Begin: 11:00 a.m.
5. Length of Time at Destination: 1 hour
6. Size of Group: One class only
7. Guide: Yes
8. Lunch Facilities: Not needed
9. Toilet Facilities: Adequate
10. Special Instructions:

11. Suggested activities in preparation for the trip to the press:

Study:

- processes of gathering news (local, out-of-town, foreign)
- operations of the various departments
- names and uses of equipment and machinery
- various personnel functions

Build vocabulary:

- news story
- editorial
- feature article
- copy
- copyreader
- proofreader
- galley
- teletype
- stereotype
- editor
- matrix
- slugs
- morgue
- linotype

Plan to produce a school newspaper.
Plan to collect the specific information needed from the trip.

12. Things to see and do en route:

List:

- examples of communication seen from the bus (brake lights of cars, flags and pennants, posters, pet waiting at door, etc.)
- incidents seen en route that would make good news stories, editorials, feature articles

13. Things to see and do on location:

Visit:

- editorial room (where news is received, written, and edited)
- advertising department
- morgue
- stockroom

See operation of wire services.

Observe work of:

- linotype operator
- proofreader
- manager

news editor
composer
making lead slugs in linotype machine
composing of newspaper
making of mats
stereotyping
work of rotary press
making of illustrations and colored pictures

Learn about:

methods of distributing and selling papers
the working conditions at the news plant

Listen for:

conversation among workers which might be informative
various sounds

14. Suggested follow-up activities:

Write:

a news story of the visit to the plant
poems and stories incorporating sounds and conversations heard

Publish class or school newspaper.

Learn about:

wage scale of newspaper workers
manufacture of paper

Continue research.

15. Audio-Visual aids:

Film:

SD 655-7	Newspaper Story
SD 655-11	A Newspaper Serves Its Community

Pictures:

P 655-4	Newspaper (19 pictures)

SW 655-3	Progress of the American Newspaper (9 pictures)
MW 655-3	Newspaper (9 pictures)
MW 650-1	Newsman - 19th Century
SW 655-4	The Daily Newspaper (31 pictures)

Exhibits:

E 655-1	Type
E 655-2	Newspaper Matrix (6 items)
E 655-3	Copper Halftone
E 655-4	Zinc Line Cut

(Refer to current Audio-Visual Catalog, 6th Grade - Life in Our Modern World," for further suggestions.)

Post Office

Grade: 2

1.	Place:	Post Office, Pasadena Main Post Office, Altadena Post Office, Sierra Madre
2.	Addresses:	Pasadena Main - 281 E. Colorado Boulevard, Pasadena, California Altadena - 2271 North Lake Avenue Altadena, California Sierra Madre - 65 South Baldwin Avenue, Sierra Madre, California
3.	Days Available:	Wednesday and Thursday Pasadena - no trips in December or January Altadena - no trips from December 1 to January 15.
4.	Tours Begin:	10:00 a.m. - Pasadena 9:30 a.m. - Altadena and Sierra Madre*
5.	Length of Time at Destination:	1 hour
6.	Size of Group:	One class
7.	Guide:	Yes
8.	Lunch Facilities:	None

* Will accept orders only one month in advance.

9.	Toilet Facilities:	Adequate
10.	Special Instructions:	

11. Suggested activities in preparation for the trip to the post office:

Use books, audio-visual aids, and informal discussion to build background incormation.

Discuss:

ways mail is carried
postal workers and their duties
kinds of mail and mail service
protection of mail
simple history of mail service

Develop charts organizing information gained.

Build vocabulary:

post mark
general delivery
cancelling
airmail
insured
registered
money order
postmaster
inspector
parcel post
dead letter
uniform
special delivery
facing table

Plan to build a post office for the classroom.
Plan and make a chart of "What We Need to Know."
Prepare a self-addressed post card to mail at the post office.

12. Things to see and do en route:

Look for:

public buildings
mailmen, mail trucks

Identify types of businesses along the way.

13. Things to see and do on location:

Look for:

mail drops
names on windows
postmaster's office
sorting cases
mail bags

time clock
loading platform
cat walk
wire enclosures behind certain windows

Listen to lecture by guide.

Observe activities around:

loading platform
various windows
casing boxes
facing table
cancelling machine
typing machine
mail requiring special treatment (hand cancelling, forwarding, etc.)

14. Suggested follow-up activities:

Plan ways to organize information gained (charts, movie strip, class book, individual booklets, bulletin board display).
Construct a simple post office.
Have dramatic play around many phases of handling mail.
Continue research through use of books and audio-visual aids.
Invite a postman to visit the classroom. Plan the interview. Make a chart of questions for the postman to answer. Write the invitation and thank you notes.
Write letters and address the envelopes. Mail at a corner mail box.
Make stamps for classroom post office.
Work out the money values for buying stamps. Make a chart of this for reference while working in the post office.
Compose a song or poem that catches the rhythm of some activity particularly enjoyed at the post office.

15. Audio-Visual aids:

Films:

SD 383-2	The Mailman
SD 383-3	Postal Service
SD 383-6	Our Post Office
SD 383-5	Where Do Our Letters Go

Filmstrips:

R 383-1	Railroads and Our Mail
R 383-3	Postman
R 383-4	My Father Is a Postman
R 383-5	The Mailman
R 383-6	The Postman
R 383-7	Our Post Office

Pictures:

P 383-9	Everyone's Servant - The Post Office (12 pictures)
SW 383-4	Post Office (18 pictures)
SW 383-5	Following the Mail (20 pictures)
SW 383-6	Airmail (15 pictures)

(Refer to current Audio-Visual Catalog, 2nd Grade - "Carrying the Mail," for further suggestions.)

Television

Grade: 6

1. Place: Television City, C.B.S.
2. Address: 7800 Beverly Boulevard
   Los Angeles, California
3. Days Available: Limited availability
   Monday, Wednesday and Friday
4. Tours Begin: 10:00 a.m.
5. Length of Time at Destination: 3 hours including lunch - one hour tour at the studio. Leave for home at 1:00 p.m.
6. Size of Group: One or two classes
7. Guide: Yes
8. Lunch Facilities: Lunch may be eaten in Hancock Park (Tar Pits)
9. Toilet Facilities: Adequate
10. Special Instructions: When groups can qualify, tours may be arranged. Either a Video Village tour (30 minutes through building then a show from 9:45 to 11:30 a.m.) or the House Party show from 11:30 to 12:00 noon. One adult for each 10 pupils.

11. Suggested activities in preparation for the trip to Television City:

Study:

principles of television
development of television
importance of television in our lives
kinds of shows produced on television

Build vocabulary:

antenna
boom
bounce
channel
iconoscope
live
microphone
frequency modulation (FM)
amplitude modulation (AM)
dolly
electron
kinescope
transistors

12. Things to see and do en route:

Note:

areas where TV is prevalent as compared to other areas
kinds of TV aerials

Look for subject which might be used in classroom for a television program.
Consider how the freeways contribute to better communications.

13. Things to see and do on location:

Note different jobs studio workers have to do.

See:

various departments: sets, props, control room, costumes, telecinematography room, etc.
lights
cameras
microphones
master control
small scale model of Television City

(The highlight of the trip is to see a television program.)

14. Suggested follow-up activities:

Write and produce a television program with props, sets, etc. (newscasts, weather reports, panels, quiz shows, plays, musicals).

Do research on:

color television and how it works
television on wheels

Do science experiments to discover how lenses form images, how sound travels, etc. (See Elementary Science Guide).
Evaluate current television programs.

Transportation

Grade: 1-2

1. Place: Griffith Park Travel Town
2. Address: 5200 Forest Lawn Drive, Griffith Park
   Los Angeles, California
3. Days Available: Monday through Friday
4. Tours Begin: 10:00 a.m.
5. Length of Time at Destination: 1 1/2 hours including lunch
6. Size of Group: One or two classes
7. Guide: Yes
8. Lunch Facilities: Picnic tables close by
9. Toilet Facilities: Adequate
10. Special Instructions:

11. Suggested activities in preparation for the trip to Travel Town:

Study locomotives, airplanes, boats, busses.
Make a chart of what they carry. (Note: This will be different depending on whether it is a first or second grade class.)

Build vocabulary:

locomotive
streamliner
whistle
caboose
cockpit
anchor
ties
double-decker

12. Things to see and do en route:

Observe:

Pioneer Bridge and new freeway
San Rafael Hills, Eagle Rock, Glendale

Look for:

entrance to Griffith Park and fountain
other forms of transportation at the park

13. Things to see and do on location:

See:

streetcars
tracks and roadbed
dining car
boat
locomotives
airplanes
anchor
cable car
double-deck bus
signals
waiting stations
caboose

Go into cab of engine, caboose, and streetcars. View the train from the outside.

14. Follow-up activities:

Discuss the trip and clarify concepts.
Dramatize and experiment with different sounds heard.
Create a transportation book with drawings and captions.
Create poems and original songs.

Audio-Visual aids:

Films:

SD 629.13-15	The Airplane (explains simply the plane's instruments)
SD 656-6	The Passenger Train
SD 623.8-3	Boat Trip
SD 656-9	The Diesel Locomotive

Pictures:

MW 623.8-80	Boats
MW 623.8-81	Ships
MW 629.13-1	An Airplane
MW 629.13-101	Airplanes (20 pictures)
P 656-11	Streamline Trains (14 pictures)
MW 656-33	Locomotive, Round House
MW 656-17	Union Pacific Streamliner
MW 656-22	Semaphores (3 pictures)

Filmstrip:

R 388-2	My Father Is a Bus Driver

Record:

PR 398-18	The Little Tug That Tried

Read books to stimulate interest.

Transportation

Grade: 1-2

1. Place: Santa Fe Train Station
2. Address: 222 South Raymond Avenue
   Pasadena, California
3. Days Available: Monday through Friday
4. Tours Begin: 12:00 noon when on Standard Time
   1:00 when on Daylight Saving Time
5. Length of Time at Destination: 1 hour
6. Size of Group: One class
7. Guide: Yes
8. Lunch Facilities: None
9. Toilet Facilities: Adequate
10. Special Instructions:

11. Suggested activities in preparation for the trip to the Santa Fe Station:

(Note: The teacher needs to make the trip ahead of the class visit and to explore all features which may have special meaning for her class. She must plan the special safety instructions needed. The class may be able to see the arrival and departure of a train. Check the train schedule before planning your trip.)

Build background of information on train transportation through use of books, audio-visual aids, and informal discussion.
Learn the names of railway cars and their special functions.
Make charts to summarize information.
Plan construction of a train station.
Make a chart of "What We Need to Know."

Build vocabulary:

timetable
baggage room
ticket office
ticket agent
waiting room
semaphore
ties
freight
freight station
passenger
telegraph
rails
switch
sidetrack
check (tickets, schedule, watch)
brake
signal
couple
schedule

12. Things to see and do en route:

Look for the kinds of freight that trucks carry.
Watch safety procedures if bus crosses railroad tracks.
Look for passengers who have arrived in Pasadena by car from other states (out-of-state licenses).

13. Things to see and do on location:

Locate the main features of a train station (ticket office, waiting room, timetables, fountains, rest rooms, bulletin-board schedule, baggage room).
Note the architectural style of the station.
Locate the semaphore, switches, and crossing signal. Find out how they work and what functions they perform.
Examine the roadbed (ties, rails, spikes, gravel).
Walk south along the tracks for distance of approximately a block to see the number of sidetracks and where they lead.

Get a close-up view of a freight car on a sidetrack. Identify the type of car. See its special features. Discover which railway company owns the car. Determine the contents (previous or present). Note the seals.
Watch activity around the freight loading and unloading platform (freight brought in or being sent out, form of transportation of freight to or from freight station).
Observe the special work being done by railroad workers.

14. Suggested follow-up activities:

Organize information from trip on charts, movie filmstrip, or in individual or class books
Incorporate ideas gained in construction.
Have dramatic play of activities around the station.
Draw and paint pictures.
Make a mural to include a train station and yard.
Do rhythms suggested by activities seen.
Compose creative poems or a song.

15. Audio-Visual aids:

Films:

SD 656-6	Passenger Train
SD 656-7	Freight Train
SD 656-8	The Steam Locomotive
SD 656-9	The Diesel Locomotive
SD 656-11	Freight Train

Filmstrips:

R 656-8	Passenger Trains at Work
R 656-9	Freight Trains at Work

Pictures:

P 656-57	Loading Freight (17 pictures)
P 656-48	Freight Yard (20 pictures)
P 656-49	Trains (21 pictures)
SW 656-18	Through Scenic Eastern Wyoming
SW 656-20	The Domeliner "City of St. Louis" in Cajon Pass
MW 656-67	Trains (6 pictures)
MW 656-69	Northern Pacific

W 656-42	Railroads and American Life
W 656-43	Going Places by Rail
W 656-44	Locomotives that Made History
W 656-47	Railroad Freight Cars and What They Do
W 656-51	Railroad Alphabet
W 656-52	Our Railroad Helpers
W 656-53	Railroads in Our Daily Life

(Refer to current Audio-Visual Catalog, 1st Grade - Home, School, and Community," for further suggestions.)

APPENDIX

PASADENA CITY SCHOOLS
Division of Business Service

Superintendent's Bulletin
Business Number 25
October 3, 1961

TO All Principals and Administrative Staff

SUBJECT Standards of Conduct for Students Riding a School Bus

---

It is very important that the entire staff of the school district, as well as the students, should know what constitutes good conduct while riding a school bus. These standards of conduct are necessary not only for the protection and safety of the students involved but are important attitudes towards the rights and privileges of others and for the protection of public property.

The school bus driver, whether on a field trip or home-to-school trip, is responsible for the behavior of students and he shall enforce definite standards of conduct. These standards have been summarized and posted in each bus, as follows:

1. Authority of driver:
   Pupils transported in the school bus shall be under the authority and responsible directly to the driver of the bus. Pupil Transportation Code No. 1085
2. Remain seated.
3. Refrain from loud conversation.
4. No boisterous conduct.
5. Keep all parts of body inside the bus.
6. No eating on the bus.
7. Do not enter bus wearing cleats or spikes.
8. Teacher or coach must accompany pupils making educational trips.

Violations of the above standards of behavior will result in some form of the following actions being taken:

1. In the event it becomes necessary to correct a student's behavior on the bus, generally speaking, a simple warning may be given. In the event the offense is repeated, the driver shall prepare a report in triplicate, stating the nature of the violation and recommending corrective action. The bus pass will be surrendered at this time. The original of the report will be given to the pupil to be taken home for the signature of his parents. The duplicate copy will be forwarded to the school involved, and the triplicate copy to the Transportation Office where a permanent record is kept.

In case of absence of the parents, the original copy of the report may be signed by the principal of the school or his representative. Upon receipt of the signed copy of the report from the parent, or authorized person, the driver will return the bus pass to the student. In the event a different driver is on duty, the signed copy will serve as a temporary pass until the exchange can be effected by the driver who issued the warning.

2. In the event it is necessary to issue a second report, the bus pass will be picked up by the driver who will attach it to the duplicate copy of the report and forward it to the school office. The principal of the school shall immediately notify the parent of the receipt of the report. In the event the offense occurred on the way to school, the student will be permitted to return home on the bus that day but will not be permitted to ride the bus on the following day, pending a conference by the principal and the parent. A minimum penalty under these circumstances will be the revocation of the right to ride the bus for one week. The length of the suspension will be determined by the principal.

3. The necessity to issue a third report on the pupil within a semester may mean the indefinite suspension of riding privileges, subject to consultation by the principal, Supervisor of Transportation, and the parent involved. The extent of the revocation of riding privileges will be determined by the principal. In the event the violation is such that it will require immediate attention, the matter will be referred to the Supervisor of Transportation.

Edgar C. Egly
Assistant Superintendent
for Business

APPROVED:
Robert E. Jenkins
Superintendent of Schools

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PASADENA CITY SCHOOLS
Division of Instructional Service

Superintendent's Bulletin
Instruction Number 58
November 28, 1960

TO All Elementary, Junior and Senior High School Principals, Senior High Assistant Principals for Instruction, and President of Pasadena City College

SUBJECT District Policy on Instructional Trip Procedures

At the request of Dr. Robert E. Jenkins, Superintendent, a complete study of the present procedures for operating instructional trips was made by Mr. Furedy, Administrative Analyst. After his thorough analysis and consultations with the members of the Division of Instructional Service, the Assistant Superintendent for Elementary Schools, the Assistant Superintendent for Secondary Schools, and many elementary and secondary school principals, changes were recommended and finally approved. Please note particularly the new features in the instructions and if there are any questions, feel free to call Mr. Fink, Coordinator of Learning Materials.

Procedure for Instructional Trip Requests

On December 1, 1960 the new instructional trip procedures oulined in this bulletin will become effective. The four major changes in the instructional trip procedures are:

(1) A new instructional trip request form entitled "Special Trip Request and Driver Report" (Form Number 113-57)

(2) Written requests for all instructional trips

(3) Advance notice of four weeks prior to the trip

(4) Transfer of the responsibility for arranging and scheduling trips from the Division of Instructional Service to the Transportation Department.

Detailed instructions for these procedures are given in the attached appendix.

List of Approved Trips

The list of approved instructional trips for 1960-61 and a supply of special trip request forms (No. 113-57) are being forwarded under separate cover. Two complete lists of approved instructional trips are available for each school. Trips not on this list must be cleared with the Coordinator of Learning Materials, except for Pasadena City College.

Evaluation Cards

A supply of evaluation cards entitled Report on Instructional Trip is being forwarded to each principal. After each trip, the teacher shall complete and forward one of these cards to the principal's office so that difficulties can be corrected and trips can be evaluated in terms of their continued usefulness. These cards are addressed for return to the Education Center by school mail.

Elementary School Instructional Trip Guide and Supplementary Material

A new elementary school instructional trip handbook will be issued in the near future; sections will be available to individual elementary teachers.

Supplementary materials to help teachers conduct worthwhile trips are also available from the Division of Instructional Service. A separate bulletin will cover this subject in detail.

E. Howard Floyd
Assistant Superintendent
for Instruction

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APPROVED:

Robert E. Jenkins
Superintendent of Schools

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Appendix
Superintendent's Bulletin
Instruction Number 58
November 28, 1960

INSTRUCTIONAL TRIP PROCEDURE

I. Trips on the Approved List - Arranged by the Transportation Department

A. Four-Week Minimum Notice

1. The school principal or person designated by the principal will fill out the top third of the request (Form No. 113-57), according to instructions on the form, retain the school file copy, and send the remaining copies to the Transportation Department.

2. The transportation clerk will make trip arrangements, schedule arrival and departure times for specific buses, estimate costs, and specify the drivers and district or contract bus numbers.

3. After the trip arrangements and bus transportation have been settled, the blue confirmation copy of the multicopy request form from the school will be returned to the school. This will be accomplished within two weeks after the school's request has been received by the Transportation Department.

4. If the trip cannot be arranged for the dates specified because those dates are unacceptable, or buses are unavailable, a negative response, with new proposed dates, will be phoned to the school within 3-5 days after the original request was mailed in. The school will then indicate its decision and arrangements will be resumed as in paragraphs 2 and 3 above, or the trip will be canceled.

B. Less Than a Four-Week Notice

1. The principal (or person designated by him) will call the Supervisor of Transportation, indicate his reason for the short-term request, and ask if transportation will be available on the desired dates (a choice of three dates, if possible), and give the request number of the form to be submitted. After this call, the written request must be sent promptly to the Transportation Department as indicated in paragraph A-1 above.

2. Procedure the same as in paragraph A-2 above.

3. After the trip arrangements and bus transportation have been settled, the blue confirmation copy of the multicopy request form from the school will be returned to the school. This will be accomplished two weeks before the trip date, if possible. If time is insufficient due to the extremely short notice, confirmation will be made by phone on an "emergency" basis, and the blue copy of the request form will follow.

4. Procedure the same as in paragraph A-4 above.

Trips on Approved List - Arranged by the School or College

A. Four-Week Minimum Notice

1. The principal, administrative dean, or other designated persons, will call the transportation clerk to determine travel time to the destination and bus availability on the desired dates (a choice of three dates, if possible). Travel time might be determined from a chart provided by the Transportation Department.

2. Call the destination. If possible, arrange the arrival and departure times that meet the host's convenience and, at the same time, are satisfactory to the school or college.

3. Fill out the top third of the request (Form No. 113-57) as in preceding I-A-1. Indicate that the trip has been arranged by the school or college. Record the date, and the agreed "arrive" and "leave" destination times. Send the request to the Transportation Department.

4. Transportation clerk will enter on the request form "arrive, leave, and return to school" times, driver's name, and district bus or contract bus number.

5. The blue confirmation copy of the request form will be detached and returned to the school or college within two weeks from the date of receipt of the request at the Transportation Department.

B. Less Than Four-Week Notice

1. The principal, administrative dean, or other designated persons, will call the transportation clerk to determine travel time to the destination and bus availability on the desired

dates (a choice of three dates, if possible), and to indicate reason for short-term request.

2. Same as preceding paragraph II-A-2.

3. Same as preceding paragraph II-A-3.

4. Same as preceding paragraph II-A-4.

5. Same as preceding paragraph II-A-5. In case of an "emergency" request, the necessary information will be given by phone, followed by the blue confirmation copy.

III. Systemwide Trips - Athletic, Band, Library, and Others

A. At the beginning of the school year, lists of all scheduled athletic trips will be submitted to the Transportation Department by the Physical Education Department chairmen of the senior high schools and the college, and by the Coordinator of Physical Education and Safety for the junior high schools.

B. At the beginning of the school year, a list of all planned library trips will be submitted to the Transportation Department and to each elementary school by the Coodinator of Learning Materials.

C. Master schedules for systemwide instructional trips will be prepared by subject area supervisors, coordinators, and/or department chairmen for their respective areas. Copies of the schedules will be sent to the Transportation Department and to all of the schools involved.

D. The transportation clerk will fill out the request form (No. 113-57) for each trip, entering the scheduled "arrive, leave, and return to school" times.

E. The blue confirmation copy in the case of the athletic trip only will be detached and forwarded to the school no less than two weeks before the trip.

IV. Trips Not On the Approved List

Lists of approved instructional trips for the elementary, high school, and junior college districts are published and distributed each year by the Coordinator of Learning Materials. Trips not on the approved list must be cleared in advance with the Coordinator of Learning

Materials, except for the junior college where they will be cleared by the Administrative Dean. They will inform the person requesting the clearance and also the Transportation Supervisor of their decision. If the trip is approved, the foregoing outlined procedure for trips on the approved list must be followed.

V. Extra Transportation Charge

A. Trips that exceed the mileage, time, and passenger allowance in the bus contract, will carry an additional charge.

B. Teachers who contemplate taking instructional trips that are one-half hour or more in excess of the allowed time and distance must clear such trips with the principal or administrative dean. If the excess for the trip is allowed, the aforementioned outlined procedure for trips on the approved list must be followed.

VI. Cancellation Due to Rain and/or Other Reasons

A. When a school or the college decides to cancel because of inclement weather or for other reasons, the authorized person will call the transportation clerk as soon as possible, giving the reason for cancelling.

B. The transportation clerk then calls the destination to cancel the arrangements, informs the dispatcher, and the Accounting Department.

C. There will be a cancellation charge for all contract bus trips canceled under twenty-four hours' notice if a charge is made by the carrier. The amount will be according to the terms of the contract. A charge will not be made for the cancellation of district buses scheduled for trips on Monday through Friday.

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